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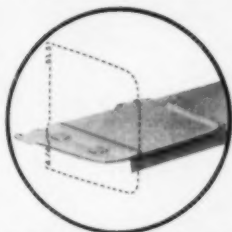


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The Harvard Undergraduate Library Of 1773

By JOE W. KRAUS

KEYES D. METCALF pointed out several years ago that the undergraduate college library was not an invention of the twentieth century,¹ and the recent publication of a 1661 letter of Rector Olf Rudbeck of the University of Uppsala² suggests that Europeans may have had the audacity to try out the idea before we did. No one, however, has taken the trouble to take a close look at the book collection that was selected for Harvard undergraduate students of the late eighteenth century.

Harvard's most disastrous fire destroyed old Harvard Hall on January 26, 1764, and with it a library estimated to contain five thousand volumes as well as the scientific apparatus of the college and the personal belongings of the students. Disaster was quickly turned to fortune. A new Harvard Hall arose, phoenix-like, on the ruins of the old building.³ Friends of the college responded magnificently to appeals for books and funds.⁴ And college authorities prepared to restore order and get the boys back to school. By December 1765, the president and fellows felt it necessary to draw up a revised set of regulations for the new library.⁵ These regulations have frequently been

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cited as examples of the severe restrictions that eighteenth-century colleges placed on the use of books, and by twentieth-century standards they do reflect an emphasis on custodianship that is inconsistent with present day college teaching. What is frequently over-looked, however, is the fact that these laws were considerably more liberal than preceding regulations. Specifically, the 1765 laws permitted junior as well as senior sophisters to borrow books from the library, increased the loan period from a month to six weeks, required the librarian to keep the library room open (and heated) each Wednesday morning and afternoon so that students might study the books which could not be borrowed, and enabled students to reserve books which had been borrowed by others.

Regulation number five went an important step farther in specifying that

There shall be a part of the Library kept distinct from the rest as a *smaller Library* for the more common use of the College. When there are two or more sets of Books, the best shall be deposited in the great Library & the others in the great or small Library, at the discretion of the committee for placing the Books. This committee shall also lay apart & with the assistance of the Librarian prepare a catalogue of such Books, as they judge proper for the smaller Library.

The first printed catalog of this smaller library appeared in 1773 under the descriptive title *Catalogus Librorum in Bib-*

¹ "The Undergraduate and the Harvard Library, 1765-1877," *Harvard Library Bulletin*, I (1947), 29-51.

² Ernst Ekman, "The Program of a New University President Three Hundred Years Ago" *AAUP Bulletin*, XLVI (1960), 381-382.

³ F. Foster Apthorp, "The Burning of Harvard Hall, 1764 and Its Consequences" *Colonial Society of Massachusetts, Publications*, XIV (1913), 2-43.

⁴ Josiah Quincy, *History of Harvard University* (Boston: 1860) II, 485-496.

⁵ Louis Shores, *Origins of the American College Library* (Nashville, Tenn.: 1934), pp. 185-194; copied from Harvard College Book, No. 7. The rules as they were revised for the 1767 Laws of Harvard College are printed in *Colonial Society of Massachusetts, Publications*, XXXI, (1935), 369-375.

liothea Cantabrigiensi Selectus, Frequentiorem in Usum Harvardinum, Qui Baccalaurei in Artibus Nondum Sunt Donati. Although the catalog contains only brief, and sometimes puzzling, entries it is possible to identify most of the authors and titles by referring to the 1790 *Catalogus Bibliothecae Harvardianae Cantabrigiae Nov-Anglorum* which contains full and remarkable accurate bibliographical details. We have no certain way of knowing how many books were in the larger library in 1773 but Ezra Stiles who visited the library at commencement in 1766 reported that there were 4,350 volumes in six alcoves. By 1790 the book collection was estimated to contain 12,000 volumes.⁶ If we can assume a constant rate of growth between these two dates, the 827 titles (about 1700 volumes) included in the 1773 catalog were selected from a larger collection of at least 6,600 volumes.

The foreword (*Monitum*) to the 1773 catalog states the limitations which the committee used in selecting the books to be included:

Inasmuch as the Catalogue of Books in the College Library is very long, and not to be completely unrolled when Occasion demands, save at very great expense of time, embracing Books in almost all Tongues and about all Sciences and Arts, most of which are above the comprehension of Younger Students, it has seemed wise to put together a briefer Catalogue, to wit, of Books which are better adapted to their use. In the following Catalogue, then, in addition to Classical Authors, there are included Books chiefly in the vernacular Tongue and belonging to the general culture of the mind, omitting those which are in daily use in the College, as also those which are written in foreign Languages, or which treat of specialized Disciplines, e.g., Medicine or Jurisprudence. But let no one infer from this that students are debarred from the freer use of the Library.⁷

⁶ C. E. Wilton, "Harvard College Library, 1638-1938," *Harvard Library Notes*, III (1939), 257.

⁷ Quoted in Metcalf, "The Undergraduate and the Harvard Library, 1765-1877," *Harvard Library Bulletin*, I (1947), 30. The translation is by Arthur Stanley Pease.

Harvard's concept of "the general culture of the mind" in 1773 gave a prominent place to theology—but less prominent than in other college library catalogs published in the eighteenth century⁸—and included liberal proportions of history, literature, and science. Books pertaining to these four subjects made up nearly three-fourths of the titles in the catalog. The following table was compiled by classifying and counting the titles in the catalog rather than by working with the books themselves and the figures must be taken as approximations.

Subject	No. of Titles	Percentage
Theology	246	30%
History	154	19%
Literature	126	15%
Science	86	10%
Biography	52	6%
Geography	48	6%
Philosophy	38	5%
Government	25	3%
Law	12	1%
Arts	7	•
Other Subjects	26	3%
Unclassified	7	1%
	827	99%

* less than 1 per cent

Among works of theology the selections apparently were intended to provide books representing divergent points of view. The forty-four writers whose complete works were listed were about equally divided between Anglican and non-conforming divines. The Church of England writers included such familiar names as Richard Allestree, Isaac Barrow, William Sherlock, Archbishop Tillotson, and Bishops Bull, Burnet, Stillingfleet, Smalridge, and Hoadly, while the non-conforming writers included the

⁸ In the Yale Library Catalog of 1743, 46 per cent of the books pertained to theology. In other catalogs the percentages were as follows: Yale (1753), 45; College of New Jersey (1760), 46; Harvard (1790), 49; Yale (1791), 54; College of Rhode Island (1793), 34. Joe W. Kraus, "The Book Collections of Five Colonial College Libraries: a Subject Analysis," unpublished Ph.D. dissertation, University of Illinois, 1960.

Presbyterians Isaac Ambrose, Richard Baxter, William Bates, John Flavel, Joseph Boyse, and Thomas Manton and a variety of other independent ministers, such as Edmund Calamy, Philip Doddridge, Henry Grove, David Jennings, John Leland, John Owen, Isaac Watts, and Daniel Williams. Writers favorable to the Arminian position included George Benson and Phillippus van Limborch. The works of Archbishop Fénelon, in French, were the only volumes by a Roman Catholic writer, and they were opposed by Nathaniel Vincent's *Morning-Exercise Against Popery* and a translation, with a satirical dedication to Pope Innocent XI, of Sir Richard Steele's *Account of the State of the Roman-Catholic Religion Throughout the World*.

Although the range of opinions was great, most of the theological works were limited to books for laymen. Almost all of the books were in English, few dealt with technical problems of doctrine, and there were only six titles dealing with writers of the early Christian church. Books which sought to rationalize the conflict between science and religion—William Derham's *Astro-Theology* and Bernard Nieuwentijdt's *Religious Philosopher*, for example—and those which re-examined the nature of miracles and revelation against the inroads of eighteenth-century rationalism made up a sizable group. Translations of the Bible included modern English versions of the Psalms by James Merrick and of Job by Thomas Heath, the paraphrases of the Old and New Testaments by Thomas Pyle, and versions and paraphrases of the New Testament by Edward Harwood, John Worsley, and John Guyse, and James Macknight's *Harmony of the Four Gospels*. Thirty titles of Biblical commentaries and other aids to Bible study include the commentaries of Matthew Poole, Bishop Patrick, and Matthew Henry, but the great exegetical works, the polygot Bibles, and other learned treatises intended for ministers

were not among them. Presumably the aspiring young preachers would find these works in the larger library.

The Library was strong in ancient history and the history of England and included some unexpected works on American history. Most of the books on ancient history, which made up about one-fourth of all the historical collection, were in English. Even five of the fifteen classical Greek and Roman historians were available in English translations. In English history there were several important compilations, among them, Abel Boyer's *History of the Reign of Queen Anne* (11 vols.), David Hume's *History of England* (6 vols.), Clarendon's *History of the Rebellion* (3 vols.), *The Compleat History of England* (3 vols.) completed by Bishop White Kennett, Tobias Smollett's *History of England* (15 vols.), Rapin-Thoyras' *History of England* translated and continued by Nicolas Tindal (5 vols.), and the *Parliamentary or Constitutional History of England* (24 vols.), and an interesting assortment of such earlier works as William Camden's *Britannia* and Thomas Hearne's *Collection of Curious Discourses*. There were five histories of France, two works on the history of Denmark and Sweden, single volumes on Holland, Spain, Hungary, Russia, Poland, and Geneva, and general histories of Europe by Pufendorf and by John Campbell. Histories of America were few although Thomas Hutchinson's *History of Massachusetts Bay*, Daniel Neal's *History of the Puritans* and his *History of New-England*, the six-volume *General History of the Vast Continent and Islands of America* by Herrear y Tordesillas, and Garcilaso de la Vega's *Royal Commentaries of Peru* were included along with histories of New York, California, and Greenland and with some political tracts. There were works on the reformation by Geeraert Brandt and Benjamin Bennet and general ecclesiastical histories by Louis Ellis Dupin, Laurence Eckard, and Johann Lorenz

Mosheim and Paolo Sarpi's *History of the Council of Trent*, a book that appears in almost every library list of the seventeenth and eighteenth centuries. Jewish history was represented by Josephus' *History* with the continuation by Jacques Basnage, Claude Fleury's *Les Moeurs des Israelites*, Thomas Lewis' *Origines Hebraeae*, two works by Moses Lowman, and Adrianus Reeland's *Antiquitates Sacrae Veterum Hebraeorum*.

About half of the titles classified as literature were classical Greek and Latin writings but fourteen of the thirty-eight authors included were available in English translations. Almost all of the Greek writings were available in parallel Latin and Greek texts although all but six of the Latin authors could be read only in Latin. Students could read Callimachus, Pindar, Demosthenes, Hesiod, Homer's *Odyssey*, Sophocles, and Longinus without a knowledge of Greek and Cato, Cicero, Lucan, Pliny, Sallust, and Tacitus without Latin. English literature was well represented although some of the books on the shelves would seldom be found in undergraduate libraries today. The works of Shakespeare, Milton, Addison, Gay, Pope, Thomson, James Macpherson, Waller, and Spenser's *Faerie Queene* were there along with William Shenstone, Nicholas Rowe, Lord Roscommon, Mrs. Elizabeth Rowe, Christopher Pitt, John Philips, William Mason, Sir Samuel Garth, and George Lillo. Percy's *Reliques of Ancient English Poetry* and an edition of Dodsley's *Poems* added considerably to the shelf of English poetry and Horace Walpole's *Catalogue of the Royal and Noble Authors of England, Scotland and Ireland* provided a useful bio-bibliography. Other modern literature was limited to a few French and Italian authors: Boileau, La Rochefoucauld, a translation of Madame Sévigné's *Letters to Her Daughter*, Tasso's *Gerusalemme Liberata* in Italian and in English, the works of Francesco Algarotti and two Italian grammars.

Although works of science made up only 10 per cent of all titles among the books set aside for undergraduate reading, the importance of the books selected is greater than the proportion would indicate. There was a substantial portion of the *Descriptions des Arts et Métiers* of the Académie des Sciences of Paris (100 vols.), all of the volumes of the *Commentarii Academiae Scientiarum Imperialis Petropolitanae* of the Leningrad Academy and part of the *Novii Commentarii* of the same Academy, and four volumes of the *Göttingische Gelehrte Anzeigen*. The *Philosophical Transactions* of the Royal Society of London were available in John Lowthorp's abridgement, and the histories of the Society by Thomas Sprat and by Thomas Birch were included. Other general works of science included the works of Robert Boyle, all the works of Benjamin Martin, and John Harris' *Lexicon Technicum*.

Newton's influence was dominant in the collection. Not only were there Latin and English editions of his works but expositions of Newton by Henry Pamberton, John Mason, and Colin Maclaurin were also available. Other important eighteenth-century mathematicians whose works were included were Brook Taylor and Thomas Simpson. Jacques Ozanam's four-volume *Cursus Mathematicus* was a useful survey for students, and a history of the subject was provided by Jean Étienne Montucla's *Histoire des Mathématiques*, Edmund Halley's edition of the *Conic Sections* of Apollonius of Perga and a Greek and Latin text of the *Sphaerica* of Theodosius of Tripolis. An equally good sampling of eighteenth-century writings on physics included writers from several countries: Franz Ulrich Theodor Aepinus and Petrus van Musschenbroek from Holland; Jean Antoine Nollet from France; the Serbo-Croat Rudjer Josip Bošković; Joseph Priestley, John Theophilus Desaguliers, and John Keill from England, and Frank-

lin from America. John Clarke's translation of Jacques Rohault's *Physica* with Samuel Clarke's notes provided a bridge from Cartesian to Newtonian theories. Sixteen volumes of the works of Carl von Linné—the precise titles are not given—and “all the works” of John Ray were in the science collection, but the remaining books of biology were less important works, such as Richard Bradley's *Philosophical Account of the Works of Nature* and a translation of Noël Antoine Pluche's *Spectacle de la Nature*. Astronomy had apparently become a less important subject for undergraduate reading than mathematics and physics, for in addition to Edmond Halley's *Astronomical Tables* and two reports from French royal scientific expeditions, Maupertuis' *Figure de la Terre* and La Condamine's *Journal du Voyage . . . à l'Équateur* there were only a half-dozen elementary works on astronomy. Despite the intention, expressed in the preface to the catalog, of excluding works on medicine, five titles by Herman Boerhaave, three by Richard Mead, and two by John Arbuthnot were listed along with an edition of Hippocrates, William Cheselden's *Anatomy*, and three other works.

There was an interesting collection of biographical works, a collection about equally divided between lives of theologians and of historical and literary personages, with some important biographical compilations. Lives of Archbishop Laud, Philip Doddridge, Bishop Kennett, Matthew Henry, Cardinal Wolsey, Archbishop Tillotson, and Benjamin Colman were included along with biographies of Henry VIII, Queen Elizabeth I, James I, Charles I, Charles II, Oliver Cromwell, Alexander Pope, Cicero, Charles V, Gustavson Eriksson of Sweden, and accounts of the trials of John Hampton and of Henry Sacheverell. Anthony à Wood's *Athenae Oxonienses*, John Campbell's *Lives of the Admirals and Other Eminent British Seamen*, John

Ward's *Lives of the Professors of Gresham College*, Basil Kennett's *Lives and Characters of the Ancient Grecian Poets*, Lewis Crusius' *Lives of the Roman Poets*, and the *Biographia Britannica* were among the collective biographies recommended for undergraduate students.

The collections of voyages by Awnsham Churchill, John Harris, and William Dampier were supplemented by travelers' accounts of a good many parts of the world, with some emphasis on the lesser-known areas, with five books on the Levant, three descriptions of the Holy Land, Alexander Hamilton's *New Account of the East Indies*, Boswell's *Account of Corsica*, John Byron's *Narrative* and accounts of Sicily, Abyssinia, China, Spain and Portugal, Ceylon, Denmark, Italy, Russia, and Switzerland. The American continent was described in eight works including the travel accounts of Louis Hennepin and Louis Armand de Lom d'Arce, baron of Lahontan, Antonio de Ulloa's *Voyage to South America*, and Arthur Dobbs' *Account of the Countries Adjoining to Hudson's Bay*. Two collections of Jesuit letters from foreign missions—one in English and one in French—were an unexpected addition to the geographical books.

The emphasis of the books of philosophy was clearly on the eighteenth-century thinkers: John Locke, Bishop Berkeley, Thomas Reid, Adam Smith, and Francis Hutcheson were among the more prominent names included in the catalog. The works of Francis Bacon and Ralph Cudworth's *True Intellectual System of the Universe* were the notable representatives of the seventeenth century. The ancient philosophers were not neglected, however. Aristotle, Plato, Epictetus, Aeschines, Socrates, Theophrastus, and the compendium of Diogenes Laertius were available in Greek or Latin as well as translations of the *Meditations* of Aurelius Antoninus and Thomas Stanley's *History of Phi-*

losophy. Formal systems of logic and the writings of the scholastic philosophers which were important parts of earlier college libraries had now given way to such books as James Burgh's *Dignity of Human Nature*, William Hogarth's *Analysis of Beauty*, Edmund Burke's *Philosophical Enquiry into the Origin of Our Idea of the Sublime and Beautiful*, Adam Smith's *Theory of Moral Sentiments*, and John Beattie's *Essay on the Nature and Immutability of Truth*.

A score of books on government were concerned with political theory rather than with the administration of local government. James Harrington's *Commonwealth of Oceana*, Algernon Sidney's *Discourses Concerning Government*, the works of Montesquieu (in French), Thomas Pownall's *Principles of Polity and his Administration of the Colonies*, and works on the English constitution by James Tyrrell, Gilbert Stuart, and Edward King were among the more noteworthy titles included. Fourteen works on law were included despite the statement in the preface to the catalog that such specialized disciplines were to be omitted. The works of Blackstone, Grotius' *De Jure Belli et Pacis* and Thomas Rutherford's Cambridge lectures on this work, Vattel's *Law of Nations* and Pufendorf's work bearing the same title, a translation of Jean Jacques Burlamaqui's *Principes du Droit Naturel* and Cesare Beccaria's *Dei delitti e delle pene* were available. An edition of Justinian's *Institutions* and Richard Burn's treatise were the only works on ecclesiastical law.

Among the remaining publications were a select group of magazines, including the *Spectator*, the *Idler*, the *Rambler*, the *Tatler*, the *World*, the *Preceptor*, Sir Richard Steele's *Englishman*, the *Gentleman's Magazine* and the *London Maga-*

zine, seven volumes of the *Annual Register*, twenty-five volumes of the *Historical Register*, and thirty-three volumes of a publication—probably the *Mémoires*—of the Académie des Inscriptions et Belles Lettres of Paris. Works on education by Joseph Priestley and Thomas Sheridan and guides to study by John Clarke, William Smith, and John Boswell were available, and for accounts of the British universities there were Edmund Miller's *Account of the University of Cambridge* and John Ayliffe's *Ancient and Present State of Oxford*. Three works on painting, the most important of which was Horace Walpole's *Anecdotes of Painting in England*, were the only books pertaining to the fine arts, William Lewis' *Commercium Philosophico-Technicum; or The Philosophical Commerce of Arts* the only work concerned with trade and commerce, and Ephraim Chambers' *Cyclopaedia* and an English version of Boyle's *Dictionnaire Historique et Critique* the only general reference works.

By 1773 not only had the Harvard Library recovered the losses caused by the fire of 1764 but college authorities had relaxed the regulations governing the use of the library and had established a separate collection for undergraduate students. This collection of some eight hundred titles, selected by a committee of the faculty, provides evidence of the importance given to the library by college teachers and a clue to the subjects and the books that were considered important in the education of this generation of college students. The *Catalogus Librorum in Bibliotheca Cantabrigiensis Selectus, Frequentiorem in Usum Harvardianum, Qui Baccalaurei in Artibus Nondum Sunt Donati* is a document of considerable importance in the educational history of the latter part of the eighteenth century.

Status and Responsibilities Of Academic Librarians

BY RUSSELL H. SEIBERT

THE PREPARATION of librarians, their status, responsibilities, and remuneration are all interrelated. If the academic librarian hopes for faculty status and acceptance—where it is not already a fact—the profession would surely agree that librarians must be willing to meet the same qualitative standards, or their equivalents, as are expected of the faculty at large. And what are these standards? They are of several types:

Educational: It is normally assumed that faculty members will pursue the field of their specialization through the doctorate and show at least minimal skills in the area of scholarly research and publication. To move above the ranks of instructor or assistant professor it is expected that the faculty member will give evidence of his continuing professional growth as teacher and scholar. The obtaining of a doctorate is meant to be a beginning—not an end in itself.

Intellectual: At a library conference at the University of Chicago in August 1948, L. C. Powell said: "On every academic library staff I have any acquaintance with, I can count on a few fingers the number of persons who can establish intellectual camaraderie with the faculty. Until this can be done by a majority of a staff, talk of equal rank with the faculty is a waste of breath."¹ Whether or not this indictment is valid librarians are in a better position to judge than am I. My own experience would not bear it out. But I am confident that intellectual

Mr. Seibert is Vice-President for Academic Affairs, Western Michigan University, Kalamazoo, Mich. This paper was given at the sixth Midwest Academic Librarians' Conference, Western Michigan University, April 14, 1961.

interest, a concern with ideas, is one important mark of a good faculty member.

Professional: The professional man is not concerned with hours. He is concerned with the performance of certain services and the pursuit of that truth which is directly related to his professional area of interest. An instructor's duty has not been performed when he has prepared for and taught nine, twelve, or fifteen hours of classes and graded the papers. A librarian's duty has not been performed when he has worked thirty, thirty-five, or forty hours in the library. The life of scholarship, the drudgery and the thrill of research, the pursuit of truth; the exchange, the sharpening, the clash of ideas; professional growth—all these are demands that must be met over and above hourly requirements.

A sixty-hour week is not uncommon for a conscientious, dedicated faculty member who feels under self-imposed pressure to grow professionally by seizing every opportunity for study, research, publication, and broad background reading. Few get very far on a forty-hour week. The better professors look upon vacation periods as opportunities for professional advancement as well as times for recreation. Research, writing, study within some well-conceived program of professional growth—these are essentials

¹ Lawrence C. Powell, "Education for Academic Librarianship" in Bernard R. Berelson, ed.: *Education for Librarianship; Papers Presented at the Library Conference, University of Chicago, August 16-21, 1948*. Chicago: A.L.A. 1949, pp. 133-146.

to faculty status, and the unfortunate fact that some faculty members do not meet these standards in no way subtracts from their importance.

Institutional: We used to have on the faculty a professor who was fond of saying: "I'd be glad to teach for nothing, if only they would pay me for the committee work." Many another has echoed the thought. Committee work of endless types, and endless in time, the sponsoring of sororities, fraternities, campus clubs and organizations, speeches on and off campus are so much with us that, though we may lay waste our powers, such duties are a part of every faculty member's responsibilities.

Faculty members are judged by all these standards. The claims upon them are heavy, time- and energy-consuming, and demanding. It may well be that some librarians would prefer not to be judged by such professional and intellectual standards and would prefer to settle for the less-demanding standards of the technician. But if the librarian aspires to be more than technician he must be willing to be measured by the longer yardstick.

Librarians are far better acquainted with their responsibilities than am I. A broad cultural background and technical competence are both essential to the performance of their duties, but whether the profession is most in need of "the generally trained specialist" or "the specially trained generalist" is a question I gladly leave to others.

One question which I should like to raise, however, is this: How may the librarian assume a more direct responsibility for the education of students? It may be that librarians working closely with other faculty groups can make major contributions to the resolution of the problem we face in providing quality education to large numbers of young Americans. In the years ahead tight budgets may well throw more of the burden of instruction on librarians by placing

greater reliance upon library materials as sources of information and media for independent study. Possibly some librarian, who is both imaginative and creative may develop new techniques and methods by which the library may better serve large numbers of students in the instructional program. At least every administrator should be permitted to have a few such fond hopes.

Economy of operation, whatever the size of the budget, is a major responsibility of every librarian. Library expenditures for books, periodicals, bindings, and salaries represent a very sizable item that must be managed with wisdom and care. The most efficient methods must be constantly sought for handling all the business operations of the library—ordering, processing, circulating, and storing materials. The search for new techniques by which the records of civilized man may be stored in small space must never falter as we face the flood of twentieth-century publications. The accessibility of resources must be balanced against the danger of loss by theft. To carry out these responsibilities calls for a high order of judgment from any librarian.

In any concern for the economical operation of the academic library a question should also be raised about the danger that some professional talent may be employed in ways that are wasteful. In the effort to raise professional standards, is precious professional talent being wasted on positions that could better be filled, or be filled as well, by persons with either less training or a different type of training? Registered nurses today perform many functions that were reserved to M.D.'s a decade ago. Many engineering firms have discovered it is a waste of talent to pay highly trained engineers to do drafting that might actually be better performed by drafting technicians. And so I would ask if professionally trained librarians—whose talents are in short supply—are not sometimes tied to positions that might better be performed by

business school graduates, for example. With the boldness of ignorance I would suggest that, with this question in mind, a look be taken at the work in the order department and possibly even in the circulation department.

Furthermore, I would hope that we will never reach the point where we assume there is only one route by which professional librarians can be produced and that we would always keep the doors open to other routes of preparation.

Probably judgment of a high order is never more demanded on the part of academic librarians than in the development of a rational and institutionally sound policy on acquisitions. Whatever the character of the college or university, the library must be tailored to fit its ends. If the emphasis is upon research, the library must reflect that function; if the college is primarily for undergraduate study, its collection will again mirror the institution served, but a book collection perfectly balancing all the areas of human knowledge will not be sought. Instead the particular needs of particular faculty members and students must be met. The brilliant research scholar, whose pioneer work brings honor and prestige upon his institution as well as upon himself, may need special assistance. To determine whether or not his extensive requests for materials are justified is no mean art.

The academic librarian must also be alert to the development of new fields of importance in a day of rapid change. He must cultivate campus relationships in a way that will increase each depart-

ment's sense of responsibility for library acquisitions. He must learn to cooperate with the specialist, moderate the demands of the fanatic, prod those departments that suffer from limited vision, and husband resources as wisely as possible.

I said earlier that every administrator should be permitted a few fond hopes. The fondest of those hopes is the dream of a library staffed with perfect librarians: librarians who love books and the contents between their covers; librarians burning with unsatisfied intellectual curiosity; librarians filled with the contagious enthusiasm for learning that will spark a student's interest without repelling him with too much bookish detail; librarians who are the soul of helpfulness, sensitive to the limits of, as well as the need for, assistance; librarians who are quietspoken and courteous, as respectful of those who are reading or studying as the mortician of the bereaved or the young mother of a sleeping child.

Such librarians will make the library a place where all who enter sense that it is more than a pleasant place to meet the girl friend on a cold day—as worthy and important a goal as the latter may be; where the student, be he undergraduate or faculty member, feels welcome; where working conditions are conducive to study and research and where students sense the gravity and the delight of learning.

With such a library, faculty members and classrooms could be reduced to a minimum and administrators be nearly eliminated, for learning would have become a thing of beauty and a joy forever.

Gormley to Succeed Harwell

Mark M. Gormley has been appointed Executive Secretary of ACRL to replace Richard Harwell who leaves at the end of July. Mr. Gormley will be working as a member of the ACRL staff at the Cleveland conference and will begin his duties at Headquarters on September 1. A sketch about Mr. Gormley appears in this issue's Personnel.

The Monteith Library Project

An Experiment

In Library-College Relationship

By MRS. PATRICIA B. KNAPP

IN THE FALL of 1960 Monteith College, Wayne State University's new college of general education, entered its second academic year with a new element in the picture. In the spring the university had received from the Cooperative Research Branch of the United States Office of Education a grant to conduct "An Experiment in Coordination between the Library and Teaching Staff to Change Student Use of the Library."

The experiment was designed to set up a structure and procedures relating the University Library to Monteith College so that the library might contribute as fully as possible to the educational program of the college. The ultimate goal of the program is to enable students to achieve a fairly sophisticated understanding of the library¹ and a high level of competence in its use. But the first phase of the program, that which is supported by the grant, is concerned primarily with the establishment and evaluation of a relationship planned to facilitate this achievement. The first phase—which we call "The Library Project"—might be described as "action research" in the field of institutional sociology, although the ultimate goal of the program is educational.

At this writing the project has moved through a five-month planning phase and through about half of its fifteen-month operational phase, but the experiment is novel and exploratory, so its pattern has not yet fully crystallized. We

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are collecting quantities of data but we have scarcely begun the task of analyzing them. This paper, therefore, presents only the setting in which the experiment is being conducted, its structure and organization, the procedures through which it is being implemented, the sequence of library assignments developed so far, and some of the general insights the project staff has acquired in the process.

THE SETTING

Founded with assistance from the Ford Foundation, Monteith College provides a basic curriculum in natural science, social science, and the humanities which is planned to complement pre-professional and specialized programs offered by other schools and colleges of the university. In addition, the college offers elective courses in general education, usually interdisciplinary in character. By selecting from these and from courses offered by other colleges in the university, a student may develop a coherent program of general studies which will qualify him for a bachelor's degree.

The basic Monteith curriculum differs from other general education programs in that it extends through the full four years of the student's academic career. The Monteith student begins in his freshman year a three-semester course in the social sciences and a four-semester course in the natural sciences. In the middle of his sophomore year he begins

¹ The term "library" is used broadly to imply not the Wayne State University Library, nor, indeed, any given library, but the world of the library, the vast, complicated network through which society attempts to organize its records.

a three-semester course in the humanities. In his senior year he takes senior colloquiums in the three fields, two colloquiums each semester, and he writes a senior essay in one of the three fields. Thus, the student devotes about half his time during his first two years and about one-third of his time during his last two years to the Monteith courses in general education.

Monteith courses differ from many other general education courses in that they are truly interdisciplinary—staff planned and staff taught. They avoid both the superficiality of the usual survey course and the haphazardness of the series of "introduction-to"s, attempting to find synthesis through integrating themes related to the important discoveries, the characteristic approaches, the significant concepts in each of the three large areas.

Finally, the Monteith program differs from other general educational programs in that it is planned to give the student increasing responsibility for directing his own efforts as he progresses through the four years. The freshman discussion sections are limited to twelve students; contact between students and faculty are frequent; and the work is carefully directed and supervised. As the student progresses through the college, his classes become larger, his contact with the faculty less frequent, his learning less dependent on formal class instruction. By the time he is a senior he is expected to have acquired the initiative, the knowledge, the habits, and the skills which are essential equipment for mature independent study. This degree of stress upon independent study is characteristic of honors study and other such programs for the superior student, but Monteith admits all students who are admissible to Wayne.²

² A random sample of freshmen applying for admission to the colleges and schools cooperating with Monteith receive an invitation to enroll in Monteith. The rest, and those who decline the invitation, take the "group requirements" from the courses offered by the College of Liberal Arts. Some kind of self-selection may operate, but, at least so far, Monteith students match liberal arts students on the college aptitude tests given by the admissions office.

The project began with certain notions about methods of increasing the contribution of the library to higher education. It would be hard to imagine a setting more appropriate for putting these notions into practice and, hopefully, for testing their effectiveness. Here was a new college, with new faculty and entirely new courses. This, in itself, provided an exceptional opportunity to attempt to plan a program in which student use of the library would be an integral part of his educational experience. Convinced by the evidence that indicates that traditional library instruction in orientation courses or in freshman English courses is largely ineffective and, more, by that indicating that most college students never use the library extensively, we believed that if librarians participated in course planning from the outset they might help to develop a program in which the student's competence in the use of the library broadened as he moved from subject field to subject field, deepened as he moved from class level to class level, and in which the contribution of the library to learning was fully manifest.

The fact that Monteith set up as one of its primary objectives the fostering in students of habits and skills of independent study made the question of library competence obviously relevant. And the fact that this objective was held not just for gifted students but for the full range of college students underlined the necessity for deliberately planning for its achievement. Most will agree that the gifted student has both the motivation and the talent to acquire through his own efforts a reasonable competence in the use of the library. The average or below average student, on the other hand, is likely to avoid the library, having found it a useless if not actually a terrifying place. It is not enough that he be stimulated to use the library, he must be provided with experiences which convince him that using the library is a

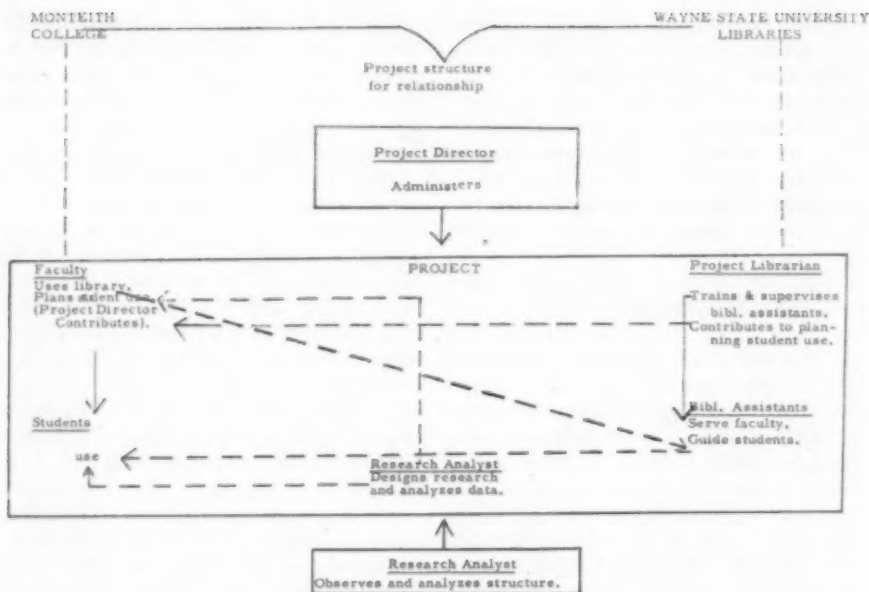


Chart of Organizational Relationships

necessary and meaningful part of education.

The advent of Montcith on the Wayne campus, in short, provided a situation in which a new staff would be developing a new four-year curriculum, one of whose principal objectives was the development in students, all students, the capacity for independent study. The library project was designed to capitalize on this opportunity.

THE PROJECT STAFF: ORGANIZATION AND RESPONSIBILITIES

The normal role of the library on the campus is one of fairly passive service; the library serves as it is called upon to serve. Studies of faculty use of the library, of student use of the library, of the proportion of the collection which is used at all, suggest that the library contributes far less than its potential to the educational enterprise. We assumed, therefore, that the development of li-

brary instructional integration would require the library to play a more active role. The principal members of the project staff are a director, a librarian, a research analyst, and a number of student assistants who serve the faculty as bibliographical assistants. The organization of the staff was deliberately designed to foster a close relationship between the library and the college and to enhance the contribution of the library to the instructional program. This organization is presented in the chart. On the left side of the rectangle we have the Montcith faculty at the top and the Montcith students at the bottom. The direct line between them represents the fact that the faculty have primary responsibility for the educational program of the students. On the right side of the rectangle we have the project librarian at the top and bibliographical assistants at the bottom. The solid line between them represents the direct responsibility of the project

librarian for training and supervising the bibliographical assistants. The broken line from the faculty to the bibliographical assistants is meant to suggest the faculty member's responsibility for assigning tasks to the bibliographical assistant. The broken line from the project librarian to the faculty and to the Monteith students is meant to suggest the project librarian's participation in course planning for the students and his assistance in the implementing of these plans. The project director, shown above the rectangle, has chief administrative responsibility. The research analyst, shown below the rectangle, has responsibility for observing and analyzing the total social structure.

The project librarian is Gilbert E. Donahue, formerly librarian of the Institute of Industrial and Labor Relations at the University of Illinois. The project research analyst is Carol Ballingall, an experienced social scientist, who, in addition to her project duties, serves half-time as a member of the social sciences faculty of Monteith. My responsibilities are two-fold, also, since I am executive secretary of Monteith College as well as director of the library project. The bibliographical assistants are Wayne students, most of them enrolled in the graduate school. Mrs. Grace Dawson, a graduate student in psychology, assists in the analysis of data, and Mrs. Ruth Hollingsworth is secretary for the project staff. All three of the principal project staff members share in the responsibility for working with the faculty in planning library assignments for the students. The project librarian and the project director share, as well, the responsibility for instructing the students in the use of the library, whether this instruction take the form of written guidesheets, lectures, or informal briefing sessions in discussion sections or in the library. The librarian also provides individual guidance in the library.

Probably the most novel aspect of the

project is the provision of bibliographical assistance to the faculty. It is justified, we believe, as part of our general effort to give the library an active role. Textbook teaching is clearly easier and less time consuming than library teaching. Most instructors seem to feel that extensive use of library materials is possible only in small, advanced classes. For these reasons, the provision of bibliographical assistance to the faculty can be considered simply as incentive for cooperation in a fairly difficult undertaking. But in a larger sense, we are convinced that any service which increases the faculty member's awareness of library resources and facilitates his use of them will contribute significantly to his teaching effectiveness.

Each member of the faculty cooperating with the project is provided with nine hours of bibliographical assistance per week. He may assign any bibliographical, as distinguished from clerical or research, task he chooses. Among the tasks which have been assigned by our faculty are the preparation of exhaustive bibliographies, verification of citations, scanning of a prescribed list of journals, preparation of abstracts, etc. Sometimes these tasks are related to the instructor's research interests, sometimes to his future teaching plans, sometimes to his current classroom needs.

The bibliographical assistants have other responsibilities as well. Each assistant is required to submit, each week, a detailed report on the assignments he has received and on the steps through which he undertook to carry them out. With his fellows he attends, every other week, a seminar conducted by the project librarian. These meetings serve as training sessions and provide the opportunity for the assistants to share experiences, compare assignments and searching techniques, learn of new sources of information, etc. Finally, the assistants are, from time to time, perhaps once a semester, withdrawn from their service

to individual faculty members and assigned as a group to work on an assignment planned for Monteith students. They may do some preliminary searching to locate likely sources or identify fruitful procedures and they may be called upon to assist in guiding Monteith students when they, in turn, begin work on the assignment.

The weekly reports from the bibliographical assistants are one category of data the project research analyst is responsible for gathering and analyzing. From this analysis we hope to learn something of the nature and scope of faculty demands upon library resources, the extent to which these demands are related to particular disciplines, personal work habits, or teaching styles. Another category of data to be analyzed is concerned with the attitudes of the faculty toward libraries and librarians, in general, toward the place of the library in higher education, and toward the librarians on the project and the project itself. These data consist of the transcripts of interviews with each participating faculty member and of notes on interaction-process-analysis of the participation of librarians in faculty meetings. Finally, a third category of data to be analyzed is that which results from the library assignments given to Monteith students. In this category we have collected logs of steps in library searching, reports on the contribution of the library to particular assignments, and assigned papers. We have used one standard test of library knowledge and hope to develop an instrument which would reflect attitudes toward the library. We plan also to experiment with interviews and with observation.

This is perhaps the place to repeat a point made earlier. The first phase of our program is concerned with sociological analysis and evaluation of structure and procedures. At this stage we are deliberately avoiding the problem of evaluating the educational effectiveness of

our curriculum. We are not sure that it will ever be possible to demonstrate that integrated library instruction is more effective than traditional methods (more effective for what? for learning how to use the library? for achieving course objectives?). We are sure that we still have much to learn about the process of developing a truly integrated curriculum before we will be ready to tackle the question of its value.

THE LIBRARY-INTEGRATED CURRICULUM DEVELOPED THIS FAR

The Library program, fitting in with the schedule of Monteith courses, carries from the first semester of the freshman year through all three semesters of the social science sequence. It picks up the natural science sequence at the third semester of the sophomore year and continues with the humanities sequence which begins with the middle of the sophomore year.

The organization of the Monteith social science course avoids the usual demarcations among the several disciplines in the area. Rather it centers on an overall theme of "relation," moving from the less complex to the more complex. Thus the first unit is concerned with man, the second considers the small group, the third develops the process of socialization, and so on, until the final unit considers civilization as a concept. The readings for the course have been selected and edited and published by the staff in a series of seven syllabi. The lectures provide the frame-work for the over-all course but the readings are thoroughly discussed in small discussion sections. In addition the students are given a number of widely varying assignments. Among these are the library assignments.

The first library assignment comes early in the freshman year. In the section on man the student is required to write a paper in which he describes a method for presenting imaginatively and graphically the chronology of the development

of the human species. Library experience in connection with this assignment is intentionally the most elementary. The students is given a list of books by author and title which contain the necessary information and is told that he must cite one of these as his authority. His library experience consists only of finding this book listed in the card catalog and locating it by call number in the library. The assignment is deliberately limited to introducing him to the card catalog, to the general plan of the divisionally organized library and to the arrangement of books on the shelf.

The second assignment comes at the end of the first semester of the freshman year in connection with the section of the course on socialization. The student is required to read an autobiography and to analyze the process of ego identification of its subject in terms of a framework provided in one of the readings in his syllabus. Since no autobiography is likely to be complete and without bias the student is asked to find material in the library to supplement, corroborate, or refute the story he finds in the autobiography. This assignment is an admirable introduction to the subject approach to library materials, because it is concrete. The autobiographer had a name; he lived at a given time in a given place. He had a family and friends. Perhaps he joined organizations; perhaps he espoused causes. The autobiography furnishes concrete clues, clues with names and dates. Usually one clue leads to another. The student may begin to understand that names, the names of people, places, events, and even the names of ideas, provide keys to the library.

In the second semester of the social sciences course the student is assigned a series of tasks related to a semester-long research project. Each member of the social sciences faculty indicates general areas of research which he is interested in supervising. The student enrolls in a discussion section in accordance with his

own interest and selects a particular research problem for his semester project. Although the pattern may vary from one project to another we expect that each student will have occasion to use the library for at least three aspects of his research process.

First, he will be expected to use the library for his own orientation to his problem. Second, the library may furnish the primary data for his project. If the data for his project, on the other hand, are gathered in the field by way of interviews, questionnaires, or some other such techniques, he may find it necessary to use the library for information on research methods, the selection of a sample, the formulation of a questionnaire, etc. Third, his final report on his research will be expected to indicate the place of his own small research efforts in the larger context of published social science research.

Since what we are describing here is the work of freshmen, it may be a bit presumptuous to call it "research." Yet while the staff recognizes that in supervising this research it is dealing with neophytes, it applies rigorous standards. The student is prodded and pushed until he is able to define his "problem" in terms of a reasonably close approximation of a "research question." He is required to submit a specific plan for the gathering and analysis of data. He is required to hand in a sample of this analysis. His work is closely supervised, tested, examined through the whole process.

The results of all this with an average freshman class are naturally uneven. But only a few of the students emerge hopelessly baffled by the whole notion of research. Most of the students have acquired a pretty fair notion of the theory and methods of social science research and a few students emerge with quite respectable little products of research.

The contribution of the library experiences to the research project varies

similarly in accordance with the ability of the student. It varies also with the literature on the problem which the student has selected. We are convinced, nevertheless, that the assignment has valuable qualities. It builds upon the student's earlier experiences but moves into a more challenging situation. As before, the student uses the subject approach to the library, but now his topic is likely to be less easily identified, less concrete, less specifically named, less pinned down in time and space. And, most important, his use of the library in this section of the course is clearly identified as an essential part of research—research which is perhaps the activity most highly valued by his faculty, indeed by the whole academic community.

In the final semester of the social sciences course the students are assigned a major paper on a social movement, a movement which occurred any time and any place. The library is the source of information for this paper. Here again the library experience of the student varies not only with the student's ability but even more with the topic. The student who selects the Russian Revolution or the French Revolution for his topic will be faced with the problem of selecting and evaluating from the enormous quantity of available material. The student who selects for his topic the movement for Esperanto may find only meager information. Most difficult of all is the task of the student who decides to work on some general social movement such as nationalism or agrarianism or romanticism, for these are the movements which are not limited in time or space nor, in fact, in the number of definitions which have been applied to them. The experience is culminating in the sense that it poses what is perhaps the most difficult problem in the use of the library—the problem of lack of definition.

Since the project began, we have had some experience with all of these assign-

ments. Now, in the second semester, we are working with the natural sciences staff on a term paper on a topic in the philosophy of science, an assignment which will, we hope, have the value of introducing the student to the subject approach to the literature of the sciences. At the same time we are involved with a biographical assignment for the humanities course, which will introduce the student to still another "literature." We hope to persuade the humanities staff to use a fairly exhaustive annotated bibliography as the term assignment for the second semester of that course.

CONCLUSIONS

It was perhaps inevitable that our activities so far should have raised more questions than they have answered. Our major questions have to do with the effectiveness of the structure for implementing student library experiences. We find, for example, that although we are reasonably well satisfied with the plans which have been made, there is disturbing evidence of their lack of implementation in actual teaching. Some instructors have omitted one of the library assignments. Others apparently give no weight to bibliography in their grading of papers. Such omissions make it hard for us to arrive at general analyses of the effect of the students' experiences. But, more important, they suggest that these library experiences are not really valued by some instructors. We suspect that their students are aware of this and therefore slight the library assignments.

Our own diagnosis of the problem at this point is that our concept of "sophisticated understanding of the library and increasing competence in its use" as a goal of general education is not accepted, perhaps not understood, by most of the faculty. (The academic world as a whole, of course, has not achieved anything like consensus about any of the goals of general education.) We conceive of the library as a highly complicated

system, or, better, a network of interrelated systems—which organizes and controls all kinds of communication. A few instructors understand the conception, but we believed that most conceive of sophisticated library understanding and competence as “command of the literature of a field of study.” This is what they, themselves, have acquired in their years of training and experience, and this is what they hope to stimulate their students to acquire. Research on student use of the library would indicate that for the average college student such an expectation is naive. Perhaps it is equally naive to expect the average college student to grasp the notion of the library as a system of bibliographical organization. Certainly it is difficult to work for such an objective through faculty members who, themselves, do not understand it.

Assuming, then, that the sequence of student library experiences will be implemented only to the extent that the faculty understands and accepts the objective it is designed to achieve, what relationships in our structure can we use to persuade instructors to understand our concept and accept it as a valid objective?

When we assigned bibliographical assistants we realized that we were introducing a new relationship between the faculty and the library and we briefed the assistants on their responsibility for sensitivity toward the needs of the faculty on the one hand and the exigencies of the library system on the other. We had thought of the bibliographical assistants as personifying a kind of outreach of the library, that we were providing, in effect, the kind of service normally provided by the staff of a special library. We found, however, a tendency on the part of some of the faculty to think of the bibliographical assistants rather as promising students to be taught or, at most, as apprentice research workers to be trained. We arrived at the problem,

therefore, of finding out what factors enter into the development of this relationship. Are there certain subject fields in which the literature is so diffuse that techniques of library use are necessarily haphazard and largely intuitive? Are there styles of research which do not lend themselves to systematic use of the literature? Or, on the other hand, is our problem merely that instructors are not accustomed to the kind of service characteristic of a special library and that they will come to accept it when they have become familiar with it? Experience with the assignment of bibliographical assistants to scientists and humanists may uncover clues which will lead to answers of these questions, but it will undoubtedly raise other questions in their stead.

The most important and, at the same time, the most baffling questions are concerned with the results of our students' library experiences. We are committed to the idea that these experiences should have an honest functional relationship to course work; we are determined to avoid anything that smacks of busy-work. On the other hand, we want the students' library experiences to be extensive enough to convey a sense of the great range of library tools and the varied uses which they serve. We need to know how extensive the experience must be to convey an adequate understanding of the library as a system of bibliographic organization. Indeed, we need to know what degree of such understanding might be considered a reasonable objective for general education as such.

We believe, furthermore, that good teaching capitalizes on the individual capacities and interests of each student. This suggests that assignments should be as individualized as possible. But such individualization not only creates problems for the achievement of common objectives. It also makes measurement of

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O'Shaughnessy Library

By CLYDE E. EDDY

SHORTLY AFTER HIS APPOINTMENT as head librarian at the College of St. Thomas, the author found himself faced with a reality which had been the big dream and slim hope of his predecessors. Storage boxes and files filled with carefully compiled plans and recommendations for adequate library facilities represented years of planning and designing for the time when a new building would become a reality. It is ironical that these dedicated librarians who had nourished over the years such splendid dreams on such slim hopes for a new building should have accepted other positions by the time the spontaneous and unexpected announcement came on November 9, 1956 of a gift of \$1,800,000 from Mr. and Mrs. Ignatius A. O'Shaughnessy for a new library building. This librarian had not even had time to form dreams for a new library, much less nurture them, when he was appointed librarian and given the opportunity to help to bring to realization the cherished plans of his predecessors over almost twenty years.

The history of the library of the College of St. Thomas is closely akin to the physical and academic growth of the school. When Archbishop John Ireland founded St. Thomas in 1885, the campus was part of the Finn farm. A single brick building stood atop a knoll near the center of what is now the upper quadrangle of buildings. Nearby woods, rolling hills, peaceful Lake Mennith, and the small creek which ran from the lake into the adjacent Mississippi River comprised the campus for the first sixty-six students.

The library, if it could be called such, was where the student found it—in the rooms of the first professors. Loans were personal ones from personal libraries. Three other buildings were constructed

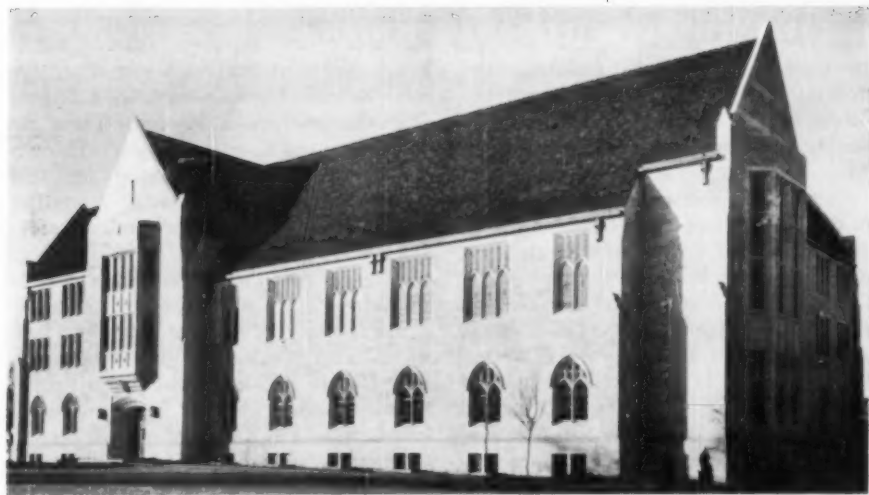
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before the St. Thomas library got its first real home in the basement of Ireland Residence Hall in 1912. Meanwhile even the supply of books had diminished when St. Paul Seminary was established shortly before the turn of the century and several faculty members were transferred to the Seminary location—taking their books with them.

Dr. Fred Taylor, professor of mathematics and a member of the staff at St. Thomas since 1901, recalls that one of his extra-curricular assignments was that of opening the "library" room in Ireland Hall once a week so that students could take books out for reading. Dr. Taylor chose Sunday mornings and the library was closed during the week.

When Aquinas Hall was built in 1931, a good portion of one wing was set aside for the library. The two-story reference room with connecting periodical room and stacks seemed elegant and adequate for years to come. But as the collection grew, and the influx of veterans following World War II shot the enrollment up to over twenty-two hundred students, the facilities were obviously inadequate. D. R. Watkins, then the librarian, began a series of recommendations to the president urging serious consideration for either expanding the facilities (which was impossible without destroying the architectural beauty of the main quadrangle) or planning an entirely new building. The presidents of St. Thomas were sympathetic, but sympathy does not produce large sums for expansion.

When Mr. O'Shaughnessy, a 1908 alumnus announced his desire to fulfill this dream of St. Thomas, it was singu-



Exterior of the O'Shaughnessy Library

larly significant. A committee headed by Leonard Rogge, director of purchasing and plant operations at St. Thomas and former head librarian of the college, was appointed to bring the hope of years into fruition. Assisting Mr. Rogge were Gertrude Costello, the then acting-librarian; Clara Glenn, St. Thomas Academy librarian; J. Herman Schauinger, professor of history (but also holding a library degree); and H. C. Webb, audio-visual director.

The committee met to compose a description of the ideal library for St. Thomas' needs. The architectural firm of Lange and Raugland who had designed the St. Olaf College Library at Northfield, the St. Paul Seminary Library in St. Paul, and the new Minneapolis Public Library were retained. The first plans and sketches of the committee were submitted to various professional librarians throughout the country, and St. Thomas' faculty members were asked for their recommendations and criticism from departmental standpoints. A fourth set of plans was sent to Keyes Metcalf,

librarian emeritus of Harvard College Library, who was retained as professional consultant. At the time of the present librarian's appointment in September 1957, the fifth revision of plans was made and specifications were set. Ground breaking ceremonies occurred in June 1958, and the building was completed in October 1959.

Today O'Shaughnessy Library is an imposing four-story, forty-six room structure—the intellectual heart of the St. Thomas campus. It stands majestically at the eastern end of a quadrangle of buildings dedicated to the tradition of the liberal arts. Its modern Gothic matches the existing structures in the lower quadrangle of buildings, all typified by the use of ribbed vaulting, pointed arches, steep roofs, and exteriors of Mankato limestone.

Mr. O'Shaughnessy had only one suggestion regarding the plans of the library itself—that it would have a large, spacious, inspirational reference room. This idea became the heart of O'Shaughnessy Library—the reference and periodical

room with a vaulted, oak-paneled ceiling, two-and-one-half stories high, located on the second floor of the building. Immediately adjacent is a foyer with the public catalog and circulation desk. Adjoining this area is a wing which comprises the librarian's suite of offices and the technical processes department. Also on the second floor are a combined work room and staff room, college archives, and lounges.

The library is connected to classroom buildings by a tunnel so that most of the students come to the library via the tunnel and arrive at the basement level of our four-story structure. Here is located a large, unsupervised study hall provided with a small amount of reference materials such as encyclopedias and dictionaries. Also on the basement level are a fully equipped auditorium, capable of seating comfortably 125 persons; an audio-visual center with preview and recording rooms, dark rooms, work and storage areas, and offices; and two seminar rooms, the larger capable of accommodating about forty persons and the smaller about twenty.

The main entrance on the first floor opens into a spacious lobby having a service desk for reserve books. Adjoining is the reserve reading room, equal in area to the second floor reference room but not, of course, having the high vaulted ceiling. On the other side of the lobby is an attractively appointed browsing room which picks up in various ways the numerous features of the reference room—oak paneling, stained-glass medallions in the windows, and smaller versions of the large, impressive chandeliers. Also on the first floor are listening rooms, microfilm rooms, a faculty lounge, and the Celtic library (a special collection in Irish language and literature with approximately four thousand volumes). An appreciated provision on this floor are five comfortable, well equipped private offices for faculty members engaged in writing for publication.

One feature of our library involves the use of a tunnel as an entrance to the library. Students looking for a place for study where they may smoke or talk find it in the basement study hall. Those intending to use reserve books or seeking a quiet place for individual study find this on the first floor in the reserve reading room. Thus it is only the students seeking library materials who make their way to the second floor. The third floor is given over to seminar rooms, a curriculum laboratory, and an art gallery provided with a storage and service room. The library is so designed that all areas in the building except the second floor can be closed in the evenings and on Saturdays and yet complete library service can be given with one librarian and a student assistant.

O'Shaughnessy Library does not have open stacks properly speaking; they perhaps could be called modified open stacks. The stacks are located in a separate wing of eight levels (two tiers to each floor) with the main entrance at the second floor circulation desk. Students have full access to the stacks, but must sign in and out. There are other entrances to the stacks on the first, third, and seventh tiers, opening on the basement, first floor, and third floor respectively. These entrances are locked for the present, but access has been provided for any future change in the use of the library facilities. The stacks will house about two hundred thousand books. (Our present collection has about eighty thousand volumes.) On each tier are to be found seven to ten study and typing carrels. Presently we are using five tiers for our book and periodical collections and two tiers for storage. One tier has been temporarily set up with eight private studies for professors engaged in research. The materials used for the construction of these faculty offices were prefabricated so they can be used again in a different area whenever the library needs that tier for

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A College President and the Standards For College Libraries

By JAMES S. COLES

JUST WHAT a college president can say about libraries or library standards which will be new to librarians is problematical. Carlyle said it all in referring to the true university as a collection of books. I cannot help but think of Stephen Leacock, who had that happy facility to put things in their proper order: "If I were founding a university I would found first a smoking room; then when I had a little more money in hand, I would found a dormitory; then after that, or more probably with it, a decent reading room and a library. After that, if I still had more money that I could use, I would hire a professor and get some textbooks."

Leacock was a prophet, making Carlyle's True University into the Modern College, for what library now gets along without a smoking room, and in what library browsing room are students not found dormant with their feet on chairs, with shoes decorously removed to avoid scarring the upholstery? And what librarian does not sometimes wish that the college president hired only one professor?

The *ALA Standards for College Libraries* are familiar to me because Bowdoin carefully reviewed its library with respect to them as soon as they were publicized. In the general mailing to all college presidents I had received an early copy of the Standards and had immediately studied it, so that by the time Kenneth Boyer, the Bowdoin librarian, adroitly slipped a copy in a letter on a somewhat related topic, I could tell him that "I was, of course, already familiar with it." Subsequently we reviewed these

Mr. Coles is president of Bowdoin College, Brunswick, Me. This address was delivered at the meeting of ACRL's College Libraries Section in Montreal, June 21, 1960.

standards carefully with respect to the operation of the Bowdoin College Library, both in the Faculty Committee on the Library and the Committee of the Governing Boards concerned with the library.

The Standards represent an excellent report and have already proved extremely helpful to many colleges and many college presidents. They serve as fine guideposts. With given standards, colleges can weigh themselves and improve their programs. For librarians who deal with an unsympathetic administration, they may take them off a reducing diet.

There is little that can be said in either constructive or destructive criticism of these standards. They were drawn by experts, and have been reviewed, discussed, criticized, and edited by hundreds more experts from every point of view. Dr. Felix E. Hirsch and his committee have recognized that many excellent libraries may be deficient compared with one or more of the individual standards, according to the particular situation or because of special circumstances. But they do represent a sound, basic yardstick—a needed yardstick.

There are two things, however, that I would emphasize about the Standards: one, that they are minimum standards; two, that they are standards for the present, rather than for the future. With the rapid changes which are taking place

in so many ways, these standards should be continually reviewed and revised.

Another important philosophy which I think is properly emphasized by these standards is the concept of librarians as educators. They are very much educators, not only with respect to the college student, but with respect to college faculties, officers of administration, and college governing boards. As educators they must not only teach these various publics the purpose and functions, the facilities and resources, of their respective libraries, but they must also remain acutely aware of new developments in library science. They will, in addition, preferably be doing some experimentation and research on their own.

But at this particular juncture in the development of higher education, there is another aspect of this concept of librarians as educators which should not be overlooked. The efficiency of the teaching process and the classroom teacher is presently under close scrutiny, and many programs are under way whereby it is hoped this efficiency will be increased. The purpose of this is, of course, two-fold: one, as a means of ameliorating the shortage of teachers; and two, as a means of effecting economies which will make possible increase in individual faculty salaries. This same scrutiny must apply to librarians as educators.

Like the professor, librarians should operate at their highest level of training and competence during the hours of their working day. Librarians—and now I speak in terms of the smaller college with reference to *the* librarian, and in the larger university an analogous divisional librarian—the librarian should no more spend his time on clerical and secretarial work than should the professor. As colleges provide more assistance to the professor so that he may devote more of his time to his teaching, his research, and his students, so must this same type of assistance be provided and

used by the librarian. Too many colleges and too many college presidents fail to recognize the librarian as a professional, and I fear that there are some librarians who themselves can be similarly criticized. One imaginative, trained librarian with good administrative ability, can, through careful selection and training of his staff, multiply several-fold the contribution he alone could make to the intellectual life of an institution.

One can't assume that libraries are not without their headaches for the college president.

The college president likes libraries. He likes the library in his college. He recognizes its value. He recognizes also its problems and its needs and sees many ways in which it can serve the institution to better advantage. At the same time he cannot avoid thinking of the standard 5 per cent. (How smart Dr. Hirsch and his committee were to establish library costs in terms of a percentage of total budget. Our Canadian friends won't appreciate this, but certainly we Americans from a "soft currency area" have inflation with us and are acutely aware of these facts.)

But the college president knows his institution is short of money, and it is short of space because it has no money; it is short of professors because it is short of money, and if it did have money, would not have the space in which to put them. The library is also short of space, and equally short of books, but it wouldn't do the average library much good to have more books, because it is short of space. And so on through the various departments of the average college.

The statistics with respect to library costs are known to all of you, but on the off-chance that some uninformed college president might have his U-2 focussed on us down here, and for his benefit, it has been estimated that to order, search, handle, classify, bind, shelve, and maintain a purchase book costs \$10, or for a

SELECTED OPERATING STATISTICS FOR THE LIBRARY OF BOWDOIN COLLEGE

Academic Year	Library Operating Expense \$	Library Operating Expense per Student	Library Operating Expense per student Adjusted to the 1937-39 Dollar**	Percentage of Library Operating Expense to Total Operating Expense*
1946-47	\$42,186	\$44	\$34	4.6%
1947-48	50,723	48	35	5.0
1948-49	51,753	54	34	5.0
1949-50	55,164	62	36	5.6
1950-51	52,492	65	37	5.6
1951-52	52,566	68	38	5.0
1952-53	56,187	74	40	5.2
1953-54	57,230	76	40	5.1
1954-55	57,928	78	41	5.1
1955-56	59,091	77	40	4.9
1956-57	63,954	80	42	4.7
1957-58	65,785	86	44	4.3
1958-59	76,102	97	49	4.5
1959-60 (Est)	81,121	104	52	4.6
1960-61 (Est)	90,099	111	55	4.8

* Total operating expense has been adjusted to exclude the expenditures of auxiliary enterprises and financial aid to students.

** Adjusted to the purchasing power of the 1937-39 dollar.

periodical, \$20.¹ In 1958 the average purchase price of a volume was \$6.17.²

At Bowdoin last year, taking total library costs on a unit volume basis, one finds that the 30¢ per volume per year in library costs resulting would require \$8 provided per year in endowed funds. This figure would include servicing the entire library, and the cost for nominal growth merely to maintain the quality of the collections.

If we add five thousand volumes per year, proportionately we should add \$40,000 per year to the endowment for the library, if service and rate of growth are to remain proportional.

Librarians will have to be alert to sources of support, and cultivate them.

Librarians must not only be educators but they must also have an acute sense to combine statistical cost data and public

relations. For example, at Bowdoin, the average cost to have a book rebound is \$2.52, and to have a periodical bound is \$4.67. Yet, when the library purchased a book cart to catch returned books so designed to reduce wear and tear on bindings and thus reduce the number of volumes requiring rebinding in a given year, a great hue and cry was raised by people who should have known better that this money was being wasted. Good book carts of this type are not cheap, but a little simple arithmetic demonstrates they easily pay for themselves many times over in the savings which result from reduction of wear. This was the message which did not "get across" and which could easily have avoided much criticism of the library, to say nothing of wasted time by students and faculty, and wasted space in the "Letters to the Editor" column of the undergraduate newspaper!

You might be interested in how costs have changed in the library of a small college which does maintain a research collection—the total library approximating a quarter million volumes. These are shown in the table, which covers the years from 1946 through to the projec-

¹ Columbia University, President's Committee on the Educational Future of the University, Subcommittee on the University Libraries, *Columbia University Libraries: a Report on Present and Future Needs Prepared by the Subcommittee; Maurice F. Tauber, Chairman*, (Columbia University, Studies in Library Service, No. 9) (New York: Columbia University Press, 1958), p. 197.

² "Analysis of All Economic Books Listed in Publisher's Weekly Record Section," *Library Journal*, LXXXIV (1959), 1940; William H. Kurth, "U. S. Book and Periodical Prices—A Preliminary Report," *Library Journal*, LXXXV (1960), 55.

tions for the next fiscal year. (The figures for the current year are not final, but after the books are closed will not be markedly different.)

Note especially that the figure for total operating expense *excludes* expenditures for auxiliary enterprises and for financial aid to students. Often this is not done, but in order to make these comparisons valid it is necessary. For example, in the early 1950's Bowdoin appropriated practically no monies from general funds for financial aid to students. In 1953-54 in order to meet rising costs, tuition was increased \$200 annually. So as not to exclude students of limited financial means, it became necessary to provide more funds for financial aid—funds beyond those available from endowed scholarships and gifts. This necessitated the appropriation of approximately \$60 per student from the increased tuition directly back into student aid, meaning that the net increased budget with the tuition jump was but \$140 per student. Subsequent increases in tuition have required subsequent additional appropriations from general funds into scholarships. This is not real income to the college, nor a real expense, but is more in the nature of a rebate on tuition. Increased income entered once as tuition receipts cannot be entered in duplicate as financial aid. Similar arguments obtain with respect to auxiliary enterprises which operate on a closed book basis, showing no profit or no loss to the college, and washing out income against expense.

Without any particular intent, Bowdoin seems to have been hovering around the "magic number." In recent years, it has dropped below the 5 per cent level, but this decrease has taken place simultaneously with the very determined effort on the part of the college to increase faculty compensation markedly, and to avoid any deferred maintenance with respect to the college plant.

Note also that in terms of "constant" 1939-40 dollars, there has been a gradual

increase in real costs of library operation. I believe this can reasonably be ascribed to changes in the nature of undergraduate instruction, requiring more independent work, and in the increased amount of research undertaken by the faculty.

The college president recognizes the value of the library in bringing students into contact with books, and thus into contact with all of human culture and, more important, in permitting the student the joy of discovery which he can never find more easily and more delightfully than in picking some "undiscovered" book off the shelf. The college president also recognizes the necessity of a good library for good scholarship and in order to maintain the research activity of the faculty, so essential to its continuing liveliness.

It is rarely pointed out, however, that these two functions are really quite different. The first, in bringing students into contact with books and all the pleasures and advantages that accompany them, is possibly more akin to the function of a public library, albeit on a, perhaps, more sophisticated level. There is also the associated function of providing material supplementary to textbooks, classes, and lectures, through reserve shelves, etc.

The second function, however, involves the classification and indexing, the storage, and the means of quick random access, of information of all types. Perhaps this analysis is somewhat colored by my own research training as a chemist, with the high degree of organization of chemical literature and the type of information which chemists ordinarily seek in literature. But in general this analysis should hold pretty well for most fields.

A system of classification and indexing and the storage and the quick random access of information in many ways is closely akin to modern banking—so much so that I wonder if the librarian might

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The Regional Accrediting Associations And the Standards for College Libraries

By F. TAYLOR JONES

THERE ARE six regional accrediting agencies in the United States. Each works within a defined area; each is responsible for several hundred institutions; and each is independent of the others. They have no connection with the federal government or any state government. They represent all facets of higher education—not particular types or points of view. Each association is free to do things in its own way; the tie among them is one of fraternity rather than federation.

This is the way we think it should be, for it permits a quicker and more effective marshalling of each section's own forces to meet its educational problems. It enables each to move at its own pace, never forced or held back by the others. There is a general objective which is firmly held by them all: to strengthen, improve, and extend higher education. The means by which they try to do it, and their rates of progress, may differ. Yet the differences among these independent associations are superficial. They are separate denominations, so to speak, but with a common apostolate. Out of it there does grow a common attitude toward such matters as ALA's Standards for College Libraries.

To understand that attitude one must realize that regional accreditation is a very different thing today from what it was a generation ago. It used to be referred to as standardization, and quite accurately so. It was brought into being by a need, both public and professional, to establish and enforce some common denominators in education. It dealt with minimum "standards" (put the word in

Mr. Jones, is the Executive Secretary of the Commission on Institutions of Higher Education Middle States Association of Colleges and Secondary Schools. This address was delivered at the meeting of ACRL's College Library Section in Montreal, June 21, 1960.

quotes, for it is historic) in such matters as faculty qualifications, student preparation, and libraries—the conditions and resources which seemed closely related to effective instruction. Accreditation was intended to certify that a college had at least these minimum resources and was observing certain agreed rules for *there* use; therefore other institutions, especially graduate schools, could assume that its students were acceptable for admission.

The "standards" forty years ago were largely quantitative. They had to be; it takes time to work out qualitative criteria and learn how to handle them. Quantitative requirements are *enforceable*. In its early days accreditation was not far from a policing operation.

But American higher education continued to diversify, which made standardization less and less relevant. With increasing experience the associations discovered how to shift their emphasis from quantitative inspection to qualitative evaluation. Also something else happened, not altogether unforeseen: it became apparent that the process leading to accreditation had immensely beneficial effects on the institution concerned.

This marked the beginning of a new era. The modern concept of accreditation was born with the realization that its by-

product, that is, the useful effect it had on the institution itself, was more important than its ostensible object, the granting of accreditation. The process had larger possibilities. It could be deliberately used as a catalyst to speed up a college's or university's development. It did so by offering each one in turn a view of itself through the eyes of interested, informed colleagues; against a wide background of experience and heightened by the immediacy of personal contact.

Regional accreditation in the United States is universally accepted by our colleges and universities because they themselves created it, control it, have used it for strictly educational ends, and rigorously guard it against manipulation by special interests. They have made it a powerful instrument for institutional improvement. This is why they see to it that each member institution's accreditation is systematically reviewed from time to time. In the great majority of cases reaffirmation can be taken for granted. Well established institutions are not dependent upon accreditation. What they want is the total review and focusing of effort which the accreditation process affords them without forcing them into any preconceived or uniform molds.

The process does not force them into set patterns because each regional association works out its own criteria, forging them slowly in experience and keeping them flexible in character and application because the membership is so diversified. The regionals will not enforce, and will rarely endorse, any other agency's point of view, although they will unabashedly appropriate and adapt for their own use whatever they see elsewhere and find good.

This friendly piracy is well understood and encouraged among us all. Of course we cooperate in other ways too. Since 1953 the Middle States Association has had formal agreements with all the approved specialized accrediting agencies, includ-

ing ALA under which our evaluation activities are always pooled when an institution holds or wants accreditation by both organizations. The other regional associations operate somewhat similarly. It is a natural development; our interests coincide. We hold that you cannot fully understand or assess any one part of an educational institution without reference to all its other facts. There is an intricate and important relationship among them all; the whole is, or should be, greater than the sum of its parts. Therefore the general accrediting associations are equally concerned with every specialized school of a university, and the professional agencies must take into account the health of the entire institution. We join forces in our assessment, to the obvious advantage of all concerned, especially the institution's.

We do it as colleagues and consultants, though, not as policemen. The frame of reference in every instance is the institution's, not ours. In the modern concept of accreditation there are only three fundamental questions to ask:

1. Are this institution's objectives clearly defined, appropriate, and controlling in its development?
2. Has it established the conditions under which it can achieve its objectives?
3. Is it in fact achieving them?

This is the full circle. Accreditation is not standardization; it means something different for every institution. It means that if you know clearly what an accredited institution intends to do for its students, you can assume that its performance matches its claims.

The emphasis has shifted, you see, from means to results.

Yet we must still pay a good deal of attention to the means by which the results are to be attained, because the chief ends for which colleges exist are not measurable. But we are no longer so

doctrinaire about the means; we keep them in their place. We do not delude ourselves that we know all the answers.

The evaluation process as the regionals conduct it now has two phases: a searching self-analysis by an institution's own faculty and staff, and a parallel study by an outside group. Faculties and visiting committees alike yearn for solid guidelines. They need concise, sharp descriptions of good practice; neither theoretical discussions nor *ex cathedra* pronouncements—just clear explication of the principles on which good programs are built and of the characteristics which appear to accompany excellence.

But the literature is diffuse, scattered, and elusive. Much of it is statistical, and much of it lacks perspective and general applicability.

What can we do? We can create a new literature of our own, and we can encourage others to do so and help them to disseminate the result.

We have done both. All the regional associations are publishing, slow and difficult though the task is. We are all deeply interested in the efforts of professional societies to produce short, clear analyses of the anatomy of excellence. We call attention to them in our own publications. We are quite prepared to steal from them, and are delighted when you steal from ours. We expect our evaluators to be familiar with them. We want our institutions to have and use them.

But we will not officially endorse statements of professional societies, in the Middle States area at least, and we do not want their standards and criteria cited in Middle States evaluation reports as if they did have our endorsement.

In the first place we have no right to endorse them. The regional associations express only their own members' convictions. We are expected to help form our members' views too, of course, but that is delicate business—you remember the definition of a professor as a man who thinks otherwise. We will get no-

where at all except by the slow process of distilling the best of our own experience into a form in which they can all scrutinize, test, and approve.

Furthermore our views are eclectic. We are not prepared to recognize any single authority or to commit ourselves permanently to any one doctrine or document, including our own. In fact we are not convinced that there are single answers to many of the significant questions in higher education. We have grave doubts about some of the current positions upheld by our specialized colleagues: about the American Bar Association's insistence on the autonomy of the law library, for example; or the American Medical Association's tendency to separate the medical school from the university; or some of the American Chemical Society's prescriptions; or the American Association of University Professors' proclivity to assume that the instructor is right; or ALA's pronouncement on the size of college libraries. We in the regionals are very pragmatic.

What *will* we do, in respect of documents like the new ALA Standards?

We will work enthusiastically with you in their production, so far as such help is invited and appropriate. We bask in no reflected glory in the publication of the ALA Standards, but various of our officers and members did have the privilege of criticizing them in their formative stages, was true also of the Junior College Library Standards.

In the Middle States Association we have also published a document of our own on libraries, as some of you know. In fact ours antedated yours and is quoted in it. Neither one detracts from the usefulness of the other. The two are quite different. Essentially, ours is an attempt to help faculty members and administrators ask the right questions. Yours gives them some ideas as to what the answers may be. Ours is concerned with what a library ought to do; yours with what it should be. These are not

antagonistic approaches. They are complementary.

The second thing we will do is to advertise your excellent ALA Standards, and the similar publications of other professional societies when they are as clear, as well prepared, and as succinct as yours are and do no violence to our own principles.

Third, we will seek people who are thoroughly familiar with the materials of the specialized agencies to be members of our evaluation teams. We have been doing this in the Middle States area for many years, to our great satisfaction. We do not want these people to cite the professional societies' findings and positions as criteria of judgment in Middle States evaluation reports, as I have already noted, for doing so seems to commit us to them in a way in which we dislike in principle to be committed. But we want our evaluators to draw upon every bit of their specialized experience and information, from whatever source.

Fourth, we will recommend suitable people from the specialized agencies as institutional consultants when administrators or faculties or trustees need outside advice. This happens frequently. Some of you in this room have greatly improved the quality of library service in such consultative capacities.

To return to our original topic, how will the ALA Standards be implemented by the regional associations?

They won't. We will neither underwrite nor enforce them. But they will have tremendous influence all the same—in fact they already do—which we will aid and abet. Their significance in the formation of high expectations for libraries and clear thinking about library services will depend on the soundness with which the ALA document has been conceived and the skill with which it has been expressed. Because Felix Hirsch and his committee have done a consummate job in both respects, there is no question that this publication will be a major factor in the development of the college, university, and professional school libraries in the next decade. For our part, we will continually call attention to it, for serious study and practical implementation by our faculties and administrators, without ever suggesting to them that the good of the order or the salvation of individual souls depends on what the ALA alone says. We want you to be heard, debated, adapted, partly accepted and partly rejected, in the wholesome way of our free society, to the end that we all may learn more about the nature of excellence in higher education and more clearly approximate its dimensions.

Distribution of the CRL Index

A five-year cumulative index of *CRL*, volumes XVI-XX, which has been prepared by Richard Schimmelpfeng, of Washington University Library, St. Louis, Mo., will be published later in July. A copy is being mailed to each of ACRL's institutional members and to every subscriber to *CRL* who is not a member of ACRL. A copy will be mailed free of charge to any member of ACRL requesting it before September 1.

A Staff Librarian Views The Problem of Status

By JANE FORGOTSON

“THE PROFESSOR loves librarians like his grandmother—there’s always a little room for them behind the stove.” Heine would doubtless approve this paraphrase if he could visit many colleges and universities in the United States today, for probably a majority of college librarians find themselves occupying on the campus the social and professional status of poor relation.

Status is the position an individual occupies with relation to a social group or organization. Each status carries with it a set of rights and duties, or a role to be performed. Status, then, represents the relative value assigned by the group to the role, and hence the rewards to be given for the performance of the role. The individual staff librarian may experience the vague discomfort engendered by his status as a poor relation without being aware of the precise nature of his problem nor its wide scope. For clarification he may turn to the library literature. It has much to tell him about the academic world’s evaluation of his role on many college campuses.

On the majority of college campuses, most of the librarians are not granted the social acceptance which the teaching faculty member would accord to another professor. The librarian’s official status may be quite nebulous. Where his official status is clear, his actual status is nevertheless frequently ambiguous, with students and faculty alike regarding him as some kind of super-clerk or administrative aide. In matters of retirement and sick leave, he is apt to be on the same footing as the professorate.

In matters of vacation and salary, there is considerable difference in the treat-

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ment accorded him as contrasted with the teaching faculty. In medium-sized universities and colleges, his annual salary for twelve months is generally lower than salaries paid to instructors for nine months, according to the most recent survey. In leading universities, the majority make no effort to establish comparable salary scales for librarians and teaching faculty. Where there are differentials, library salaries are “not necessarily inferior,” but in a majority of cases no cognizance is taken of the longer work period required of librarians, or adjustments are made only on an individual basis.¹

Sabbatical leaves for librarians are relatively rare. Provisions regarding tenure vary. Participation in group insurance or hospital plans are frequently on the same basis as faculty. Minor forms of recognition are often granted, such as membership in faculty clubs, attendance at faculty meetings, membership on faculty committees, and marching in academic processions. In perhaps 30 to 40 per cent of college libraries, all professional librarians enjoy full faculty status. From another viewpoint, in 60 to 70 per cent they do not. These facts have led one wit to conclude that while the library, in the language of college presidents, is the “heart of the institution,” the librarian is certainly not the main artery.

In psychological terms, this means that

¹ Robert B. Downs, “The Current Status of University Library Staffs,” *CRL*, XVIII (1957), 377.

there is a conflict in the collective mind of the academic community as to the role played by the librarian, and hence the rewards to be accorded for its performance. While this conflict is not healthy for either college or library, the primary victim is the staff librarian. A clear sense of identity is essential to a feeling of belonging. The resultant integration of the individual into the group is generally recognized not only as a condition of job satisfaction, but as a factor in the optimum functioning of the organization.

The pressing need of college librarians for a clear identity led McEwen, as long ago as 1942, to write: "Primarily they want status, any satisfactory status. They are concerned about it because their situation makes difficult any wide recognition of their specialized functions, marks them off as a minority group separated from the satisfactions of group-belongingness, places them in overlapping areas of functions which are not clearly defined."² And as recently as 1957, Downs declared the firm conviction "that the morale, sound development, and all-round effectiveness of professional university librarians are related directly to the place assigned them in the institutional hierarchy."³

Staff librarians can cheerfully echo the call for a clarified status. Without a satisfactory identity, the effort and expenditure involved in four years' undergraduate, and at least one year's graduate study seem futile and wasted, since lack of intellectual acceptance means rejection by their environment of the contribution they are able to make. They are hampered professionally by isolation from the body politic, of which the library is an organ. As human beings, they need the feeling of belonging and the stimulus of many intelligent minds. Without these things they lose their incentive to grow and develop, and their

wish to contribute. Thus they want and need a public definition of their contribution and their role, and the status which should accompany this.

With regard to official classification, where does today's college librarian stand in his seeking for identity? The multiplicity of statuses accorded librarians around the country indicates the general confusion as to their role in an educational institution and points up the need for defining it. In his survey of 115 leading American universities Downs disclosed three prevailing patterns: (1) academic or faculty status; (2) separate professional group, called either administrative or professional; (3) civil service or other classified service plan. This survey revealed that in 35 institutions professional librarians enjoy faculty status with titles. In approximately 27 they enjoy academic status without titles ("academic" being subject to various definitions). In 43 they are regarded as belonging to a separate professional group. In 11 institutions they fall under civil service or some other similar classified scheme. Thus in approximately 80 institutions out of 115, the majority of librarians do not enjoy faculty status, although in a considerable number, 45, it is the practice to grant faculty titles to selected members of the staff and to classify the remainder in some other fashion.

In his report of a questionnaire survey covering 49 medium-sized universities and colleges in 1953, Muller found that in only 19 of the libraries did all the librarians have faculty rank. In 7 not a single librarian had faculty rank; in 14 only the head librarian had faculty rank; in 9 some librarians had faculty rank. In 30 institutions out of 49, therefore, the majority of the staff did not have faculty rank.⁴

An interesting sidelight on these surveys is the fact that even the granting

² Robert W. McEwen, "The Status of College Librarians," *CRL*, III (1942), 259.

³ Downs, *op. cit.*, 375.

⁴ Robert H. Muller, "Faculty Rank for Library Staff Members in Medium-Sized Universities and Colleges," *American Association of University Professors' Bulletin*, XXIX (1953), 424.

of faculty status does not necessarily bring with it better salaries or improved standing. As a matter of fact, the terms "faculty status" and "academic status" are frequently meaningless unless implemented by equivalent faculty titles. For example, at a nationally known research institution, where librarians have been granted "faculty status," their salaries, vacation and other privileges bear no relationship to the teaching faculty's. Their prerogatives are limited to participation in the teacher retirement plan and attendance at general faculty meetings once or twice yearly. Their place in the scheme of things is clearly indicated by the Christmas letter sent out one year: "Christmas greetings and a happy New Year to all employees of Whiffles College. For whether you may be custodians, stenographers, clerks or librarians, you are all members of the great Whiffles College team. (signed) The Chancellor."

In other institutions assigning faculty status, other small prerogatives may be added without tending to equalize salaries or produce any real improvement in the social or professional status of the librarian. To the staff librarian, faculty status without privileges is indeed worse than meaningless because of the resentment it generates at being placed in an anomalous situation insulting to the intelligence. Faculty privileges without status, on the other hand, are apt to convey material benefits without the psychological ones which help to provide the most favorable climate for development.

Not all staff librarians would agree upon the desirability of achieving faculty status. Most would agree that their present status is not satisfactory, and that a more equitable status is greatly to be desired. But higher status, like charity, begins at home. It begins in the mind of the staff librarian. In many cases librarians lack proper academic preparation; academic instincts; willingness to assume

committee work, to write for publication, etc. Some old-school anti-intellectualism persists, whereby emphasis is placed on clerical routines and the quality of the whispering voice. Moreover, McEwen's definition of college librarians as a minority group³ calls to mind the existence in staff circles of an interesting phenomenon common to such groups, namely self dislike and abnegation. Librarians can not infrequently be heard belittling the work they do. They also disparage their academic preparation in such terms as: "So much of library school is a lot of busy work." "Yes, they give you a Master's degree nowadays, but it's really the same as the old Bachelor's degree." Standards vary in library schools, just as they vary in other departments of study. Nevertheless, the Master's program of library schools must pass the inspection of the college deans, and a great many library schools are accredited by an appropriate scholastic agency. It may therefore be assumed that many of the librarians framing such remarks are merely accepting the inferior evaluation placed upon them by the majority group, and by their acceptance, are tending to reinforce it. The staff librarian must conceive of himself as an intellectual person with a valuable function to perform, and accept the challenges of such a role, if he wants others to visualize him in the same light.

Higher status must also begin in the mind of the chief librarian. He too should conceive of himself and his staff primarily as intellectual workers. He must free his staff from clerical duties and encourage them to spend time on projects leading to growth and development. He must guard against bestowing the highest prestige and rewards on those who are neither scholars nor experts in human relations, but technicians concerned with the manipulation of budgets, purchase of equipment, plans for new buildings, etc. If the chief contribution of librarians is to be adminis-

³ McEwen, *op. cit.*, 257.

trative, then college librarians can hardly lay claim to being academic, nor can many of them be administrators.

Another contribution which the chief librarian can make toward improved status inside his own library is the clear delineation of responsibility and authority assigned each position. Generally this is best accomplished through written job descriptions. This is the initial step toward achieving identity for the staff librarian. Moreover, it usually results in an intellectual upgrading of each position as clerical work is squeezed out and the granting of much-needed authority makes possible a significant improvement in the fulfillment of responsibility. These things in turn provide a valuable psychological boost. Such job descriptions are also extremely useful in defining the contributions of librarians to the college.

A subtle barrier to recognition of college librarians as worthy members of the educational community is social hierarchism within the library. If association within the library is obviously restricted to hierarchic lines, this conveys to the teaching faculty the idea that the majority of the staff are not fit to associate socially and intellectually with the administrators. Since the library administrators are generally accepted as the equals of the teaching faculty, how then can the majority of the library staff be fit to associate with the professorate? How can these same librarians be of such stature as to contribute anything substantial to the educational program? It is a case of the college community viewing the staff librarians through the chief librarian's eyes, for he it is who sets the pattern. Social hierarchism is common in most organizations, whether they be industrial, religious, cultural, military, or educational. It is not necessarily harmful. Yet in the already disadvantageous context of the college situation, it cannot but reinforce the inferior status according to staff librarians.

Numerous top library administrators in the college field, over a period of many years, have made serious and productive efforts toward improving the status of college librarians. To those far-seeing and generous individuals, college staff librarians everywhere must accord the most sincere respect. But still other head librarians, in the words of Muller, "may have a tendency to be satisfied with the status quo." Muller infers a relationship between the failure of college librarians to secure faculty status and the attitude of the chief librarian.⁶

Complacency is a human failing toward which staff librarians cannot be unsympathetic. But in addition to the inertial component involved in the maintenance of the status quo, other less acceptable motives may be observed from time to time on the part of library administrators. At some colleges chief librarians may gain in self esteem by being the only librarians accepted by deans and teaching faculty on a basis of equality. At the same time, an autocratic chief librarian may prefer maintenance of the status quo as a tool to keep absolute control over the library. So complete may be the isolation of the staff librarians from the rest of the campus, and so lacking may they be in personal weight, that bad administrative conditions may be indefinitely perpetuated within the library, and a continuous, and somewhat mysterious, arrival and departure of professional librarians may be observed. There is yet another form of personal prestige to be gained by the chief librarian in maintaining the status quo. The problem of better status for staff librarians is a difficult one to solve on any campus. Aside from the effort and mind-searching which it might require of faculty and college administrators, it also touches upon the delicate problem of jealousy of prerogatives. By "sitting on the lid" a chief librarian may profit by his thoughtfulness in not injecting

⁶ Muller, *op. cit.*, 426.

these disturbing forces into the orderly world of the academic faculty.

Many of these chief librarians, while skeptical of faculty rank for others, insist upon academic rank for themselves. Carlson feels: "Certainly we have reached a point . . . where a chief librarian can no longer with easy conscience accept faculty rank and academic status for himself, leaving his staff in a vague kind of academic no-man's-land between the faculty and the clerical staff."⁷ Certainly staff librarians have reason to wonder at a chief librarian who makes no constructive efforts to integrate his group into the body politic, and to question whether or not he is fulfilling his functions as a chief executive to the best of his ability.

When the staff librarian speaks of improved status, it is with reference to the teaching faculty. It would appear natural for the teaching faculty to be inclined to resist improvement in the staff librarian's status, for the same motives which resulted in the bestowal of this status. To some extent this may be due to an understandable desire to be the exclusive possessors of academic prestige. This prestige is all the dearer because in the past it has often had to take the place of bread and butter. There may be a reluctance to see a group of "outsiders" acquire the material benefits the teaching profession has won the hard way, by the simple expedient of acquiring "faculty status." To some extent, the faculty attitude may be due to a not-always-ill-founded conception of the librarian as a nonacademic or unintellectual being. It has been observed, however, that in many colleges, non-intellectual workers such as athletic coaches, extension staff, editors, student counselors, etc., are quite frequently accorded full academic status and prerogatives.⁸ It would seem possi-

ble, therefore, that the faculty attitude is based partly on the feeling that, academic or non-academic, the staff librarian does not perform very weighty or useful functions. The impact of the librarian both in the library and in the total college program is intangible. Perhaps the only method of determining the exact value of librarians would be to remove them from the library for a few months. This is akin to a method known in engineering as "destructive testing."

It is fairly obvious that where the faculty do not value the intellectual caliber of the staff librarians, they will not make the maximum use of the library facilities. By not making the maximum use of library facilities, they reinforce their evaluation of librarians as adjuncts of no great value. One significant aspect of the faculty-librarian relationship is the mechanism of book selection and purchase. College libraries apparently fall into three categories with regard to their role in book selection: (1) self-effacing libraries, in which the entire function of selection is in the hands of the faculty; (2) libraries in which materials are selected by the faculty with the aid and advice of the library; and (3) libraries in which the materials are selected by the library with the aid and advice of the faculty. Those in the first and last group are not very numerous, and apparently the most widespread pattern is that of the middle group.⁹ In this group the principal responsibility and authority rest with the teaching faculty. It is not known what correlation exists between the pattern of book selection and the status of librarians. But one thing appears obvious. Book selection in libraries outside the college field has always been regarded as one of the major intellectual functions of librarianship. In pattern (2) above, the book selection function of li-

⁷ William H. Carlson, "The Trend Toward Academic Recognition of College Librarians," *CRL*, XVI (1955), 29.

⁸ Robert M. Pierson and Howard Rovelstad, "The Case for Faculty Status for Librarians," *The Status of*

American College and University Librarians ("ACRL Monography," No. 22 [Chicago: ALA, 1958]), p. 50.

⁹ Harry Bach, "Acquisition Policy in the American Academic Library," *CRL*, XVIII (1957), 446.

brarians has been watered down to "aid and advice" which is frequently minor and ineffectual. It would seem that any program to improve the status of staff librarians should take into account the pattern of book selection on the campus and, if necessary, include an effort to bring a more equitable share of the responsibility and authority into the hands of the library. This does not mean that the professor and the librarian should become as two dogs fighting over the same bone. Rather they should share the function because it is to their mutual interest.

The faculty members are not alone in their doubt as to the librarian's role. The librarians themselves are confused, and so are the college administrators. The intangible nature of the librarian's services and the difficulties of measuring his accomplishments have been mentioned. Downs and Pierson and Rovelsadt describe the instructional nature of the librarian's work. Pierson and Rovelsadt go so far as to make the statement, "No reputable and well-administered higher educational institution can be found which would maintain that its librarians, regardless of the status it assigns them, do not make a significant contribution to the teaching and research program."¹⁰ Probably a number of staff librarians could be found who would not be willing to subscribe to the idea that under present conditions they make "significant contributions." But perhaps most could be brought to agree that under conditions of proper integration and acceptance the implications of this statement would be basically true.

In a survey of colleges conducted in 1948, with 50 responding, Gelfand reported that 50 per cent of the librarians regarded the library as an instructional department, and 34 per cent as a combination instructional/administrative department. Thirty-eight per cent of the

faculty regarded it as instructional, and 20 per cent as a combination instructional/administrative department. Thirty per cent of the administrators regarded it as an instructional department, and 26 per cent as a combination instructional/administrative department. Most of the remainder in each case regarded it as administrative, with a few being uncertain.¹¹ Thus the majority in each case ascribed a considerable educational role to the library. Yet there was a difference of opinion on the part of librarians, faculty, and administrators, and among librarians, among faculty, and among administrators. Obviously the status of librarians cannot be subject to clarification until their role is defined to the college community at large.

According to the Downs survey, "An overwhelming majority of university library administrators . . . have apparently come to the conclusion that close identification with the teaching faculty is most likely to accomplish our aims."¹² Nevertheless, granting of faculty status should always be equated with proper academic preparation, activities, and attitudes. This means that at the present time, for many librarians, it is not a valid status. Short of such a far goal, it appears possible for almost any college to adopt a positive program to bring the staff librarian out of his poor relation's nook behind the stove, and set him in an environment conducive to personal and professional development.

First must come the contribution of the librarian himself: (1) In addition to a Master's degree in library science, every librarian should commit himself to a continuous program for acquiring knowledge in an appropriate area or areas. He must know the inside of books as well as the outside. He must be willing to participate in his professional organization, write for publication, and engage in com-

¹⁰ Morris A. Gelfand, "The College Librarian in the Academic Community," *CRL*, X (1949), 132.

¹² Downs, *op. cit.*, 384.

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mittee work. (2) The librarian must guard against accepting the demoralizing and inferior picture of himself as an un-intellectual person which is stereotyped into the minds of the college community at large. He is constantly invoking his social intelligence, logical intelligence, and informational background in the performance of his duties.

Next must come the adoption of a dynamic attitude by the administrators of the library: (1) They should set up a program for the construction of job descriptions. These job descriptions, among other things, should eliminate clerical work. (2) They should attempt to arrange for the staff librarians to participate substantially in book acquisition, where this is not already the case. (3) They should call upon the president of the college to make good his oft-repeated assertion that the library is the heart of the institution by drawing up a statement of the library's function and relationship to the college and its program, and the role and educational qualifications of librarians. (4) They should adopt, with due modifications, a program similar to that undertaken at Stephens College, whereby arrangements are made for appropriate librarians to attend certain classes, meet the faculty and the students. If possible, arrangements should also be made for librarians to attend certain appropriate departmental faculty meetings. In this manner, librarians and teaching faculty can come to know each other. (5) Through press release to the school paper at appropriate times, the library administrators should publicize the specific services of the library, and the role and training of specific librarians. (6) National Library Week should, for them at least, be turned into "College Librarians' Week," with an open house and displays and exhibits revealing the college librarian's training and the nature of his work as related to the college. (7) The library administrators, in their personal relationships with their staff, should indicate

to the academic public their own high evaluation of their librarians. (8) Courses should be offered by the library for general orientation of freshmen and more intensive and specialized instruction in the use of the library facilities at a higher level. (10) The library staff should be encouraged to do research and write for publication. They should be allowed time for this on the job, in view of their year-round employment and restriction to the library routine. (11) To make possible continued education of the staff, staff members interested in taking courses should be allowed three hours' time off weekly to devote to this purpose.

What is required for the adoption of such a program? First, a group of librarians who are willing to accept the responsibilities, as well as the privileges of higher status. Second, a group of administrators interested in the welfare of the library profession and of the librarians who form their staff. If the administrators are concerned principally with maintaining personal prestige and control, they will not be interested in improving the status of their librarians. The problem is aggravated in small colleges by the fact that promotional opportunities for the lower brackets are few. Hence the staff librarians are expected to leave after a couple of years. This situation militates against any dynamic action on the part of the chief librarian, particularly if his own situation is agreeable.

The academic community stands to gain considerably by improvement of the librarian's status. Closer liaison is a necessity for the librarian's morale, growth, and development. It would enable the librarian better to understand the problems, objectives, methods, and programs of the teaching and research staff. It would thus result in a more effective total performance. Perhaps this is what Downs meant when he declared: "Just as we can judge the college or university in terms of its library, so we can

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The Subject Division Organization In a Liberal Arts College Library: A Commentary

By ANTOINETTE CIOLLI

FOR REASONS other than the obvious ones, the opening of the extension to the Brooklyn College Library on September 21, 1959, was an important occasion. It provided the library the opportunity to reorganize its public services and enter into a new level of development. The old arrangement of materials by form (with conventional departments: circulation, periodicals, documents, reserve, and reference) was supplanted by subject divisions.

How did this reorganization, which set up humanities, social science, education, and science divisions, affect the role of the librarians? It in no way changed their role—their role remains the same: to further the educational and cultural aims of the college. However, the experience of a year and a half has made it obvious that the reorganization has enabled them the better to play their role in instruction. The reason is implicit in the nature of the subject division arrangement. In each of the four divisions, all books (except reserve books), all periodicals, all government documents (except social science), and all education pamphlets are brought together on open shelves. An author-title catalog is made available in each division except humanities (which is close to the subject catalog). A shelf list is provided in each area. A small core of reference books and all pamphlets except those on education are in each division kept behind the desk. Because a central circulation division is responsible for shelving and charging, librarians in each of the divisions are free to be resource specialists in their areas,

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the better to help students and faculty.

As resource specialists, the subject division librarians perform their unique campus function in three ways. First, they select the best books for their subject areas. It is important that the student who is inspired in the classroom should be able to find in the library the material with which to realize his inspiration. It is the prime function of the instructor to influence the reading of the student; it is the function of the librarian to do it less directly by booklists, exhibits, and, most important, by the titles he makes available in his division.

"Nothing on the hydra is on the shelves!" "You need more material on the spiny dogfish." "You have very little on marine biology." "Why don't you have more books on obstetrics?" "Everything is out on parasitical diseases in Africa!"

Plaintive cries such as these, from students who assumed that a perfect book collection would automatically rise from the newly installed shelves, could not help but evoke an immediate response in book orders. Whereas recommendations from the faculty increased by 20.7 per cent, those from librarians increased by 92.8 per cent.¹ The chief science librarian, alone, requested 572 titles for the science division as against 428 titles rec-

¹ Brooklyn College Library, *Annual Report of the Librarian, 1959-60*. (Brooklyn, 1960), p. 3.

commended by eighty-eight faculty members making recommendations. The distribution of book orders by subject inevitably paralleled that of student requests for reference assistance. It was precisely while working with students in the areas of their greatest bibliographical interest that a first-hand knowledge was acquired of the gaps in the collection and steps taken to remedy the situation. Thus, one of the great advantages of the new library organization by subject area—that the librarians in charge can be more effectively responsive to student and faculty needs—was experienced.

When the open shelves and his own devices have failed him, the student expects the subject division librarians to perform their second unique function: providing reference assistance. It is at this point that the division librarians in a liberal arts college library acutely realize that they are expected to be, at one and the same time, general reference librarians and subject literature specialists. The freshman writing his first term paper for English, the upper classman preparing a speech for her examination in pedagogy, the graduate student in biology—all of these seek material on such topics as the effects of radiation on food, the relation between smoking and lung cancer, or the connection between viruses and diseases, and all expect the subject division librarians to use their best professional judgment in recommending appropriate sources.

The chief science librarian, in delineating the pattern of student use from a year's sampling of the questions asked and recorded at the science desk, found that the number of requests for assistance which involved the use of general science or non-science resources was the third largest single item in the distribution by "type of references used in answer."² This attests the liberal arts orientation of the student users of even such a library

division as science. A substantial body of requests required that the librarians refer the student to abstracts, bibliographies, and indexes outside the science division. Prominent in the latter category were the *Education Index*, the *Child Development Abstracts*, the *Readers' Guide*, the *International Index*, the *Biography Index*, and the *Sociological Abstracts*. At Brooklyn College, the speech area provides a particularly fruitful source of examples of term papers topics which take the student to several divisions of the Library. "Psychogenic deafness," "malinering," "the speech of the brain-injured child"—such topics as these involve primarily the use of the *Psychological Abstracts*, the *Index Medicus*, and the *Current List of Medical Literature*, all of which are part of science, and, in addition, the use of the *Education Index* and the table of contents of the *Quarterly Journal of Speech and Speech Monographs*³ in humanities!

Although there is no instruction quite so successful as the individual guidance which the subject division librarians give when students request assistance, organized class instruction is essential where large numbers of students are involved. The subject division librarians are, ideally, ultimately responsible for providing systematic instruction in the catalogs, indexes, and bibliographies within their areas. At Brooklyn College, because of limited staff, it was possible to undertake only occasional class instruction in the subject bibliography of education, social science, and physical education. There were great differences in the quantitative and qualitative use of library by students and in their knowledge of basic reference books. In chemistry, the literature is so well organized that the individual guid-

³ It is characteristic of the research literature of the field of speech that it divides into two categories: bibliographic listings on general speech come from the areas of social science and humanities; those on speech science and correction draw upon medicine and physiology. Robert N. Broadus, "The Research Literature of the Field of Speech" *ACRL Monographs*, No. 5-7 (1953), 22-31.

² Brooklyn College Library, Science Division *First Annual Report, 1959/60*. (Brooklyn, 1960), p. 2.

ance which the librarian gave in answering reference questions obviated much of the need for group instruction. In physics, mathematics, geology, health education, and home economics, little instructional demand presented itself. However, in biology, psychology, and speech, a good deal of individual instruction in the use of bibliographies, abstracts, and indexes was required. In these areas, it would seem more efficient to give group rather than individual instruction.

If, then, the reorganization of the library has associated librarians more closely with subject areas and, thus, more closely with instruction, it is by no means without its limitations. There is, first, the obvious danger inherent in specialization. The subject division librarians can easily, in attempting to cope with the pressures in their own areas, lose touch with resources in areas other than their own. In an undergraduate organization, where students expect each librarian to continue to give general as well as specialized reference service, this may become a serious handicap. (An effective preventive is a regular turn at the general information desk. Service at this point is one of several necessary means

to keep one alive to the whole library picture and not merely to one of its segments.)

A second limitation to the subject division organization is the confusion experienced by students who find it necessary to go to several divisions for material for one term paper. On the whole, partly because the new building is much larger than the old, becoming oriented seems more complicated in the reorganization than in the traditional arrangement.

Finally, the subject division organization requires more librarians and is thus more costly. The Brooklyn College Library staff, with the addition of two new professional positions, is still, after a year and a half, performing in an emergency atmosphere in an endeavor to cope with the greater surge of student demand. It is mainly the enthusiasm and elation in finally moving into a new modern building which is carrying it through.

Only the future will tell whether the advantages of the subject division arrangement outweigh the disadvantages. It can at present be said with certainty, however, that the reorganization in the Brooklyn College Library provides one the experience of practicing librarianship with intensity.

The Monteith Library Project

(Continued from page 265)

achievement next to impossible. We have purposely postponed facing the problem of evaluating the contribution of library competence to learning, but we cannot avoid recognizing that individualized library assignments add another major variable—the variation among subjects in the amount and organization of materials dealing with them—to a situation

already complicated by the individual differences among the students. We hope eventually to be able to make some general statements about what Monteith students have learned as a result of the library's part in their courses. We are certain that we will never be able to say that they might not have learned as much in any of a number of other ways.

Selected Reference Books of 1960-1961

By CONSTANCE M. WINCHELL

INTRODUCTION

LIKE THE PRECEDING ARTICLES in this semi-annual series¹ this survey is based on notes written by members of the staff of the Columbia University Libraries. Notes written by assistants are signed with initials.²

As the purpose of the list is to present a selection of recent scholarly and foreign works of interest to reference workers in university libraries, it does not pretend to be either well-balanced or comprehensive. Code numbers (such as A34, 1A26, 2S22) have been used to refer to titles in the *Guide*³ and its *Supplements*.

INCUNABULA

North Carolina. University. Library. Hanes Collection. *Incunabula in the Hanes Collection of the Library of the University of North Carolina*. Compiled by Olan V. Cook. Enlarged edition. Chapel Hill, University of North Carolina Press, 1960. 180p. \$7.50.

First edition 1940.

An additional 196 volumes have been added in this new listing of fifteenth century books in the Hanes collection, making a total of "732 items from 324 printers, 57 cities and 9 countries." Titles are grouped by country, town, and printer, then by date, and the Proctor number is indicated. There is an author index, an index by printers and places, and a "concordance" to Hain and similar bibliographies.—E.S.

MICROFORMS

Guide to Microforms in Print. 1961-. Washington, Microcard Editions, 1961-. \$4.

An attempt to list "all that is available in microform from domestic (U.S.A.) commercial publishers," this volume covers much the same ground as E. M. Tilton's *Opaque Microforms* (N.Y., 1959), but includes a slightly longer list of publishers and is, of course, more up-to-date; theses and dissertations are here omitted whereas

Miss Winchell is Reference Librarian, Columbia University Library.

some are included in the Tilton list. Books are listed by author, journals by title, and newspapers by state, city, then title. Price, publisher, and microform are indicated in abbreviated form. If put on an annual basis, this could become a very useful listing.—E.S.

LIBRARIES

British Museum. *General Catalogue of Printed Books*. Photolithographic edition to 1955. London, printed by the Trustees of the British Museum, 1959-. v.52-. (To be in approximately 300v.) £6.10s per vol.

Contents: V.52-65, Df-England IV, and v.67-76, Eng-Fra. For previous editions see *Guide* A32 and A33.

Between 1931 and 1954, 51 volumes, A-Dezw, of a new printed British Museum Catalogue were published but production was slow and expensive, and since 1954 nothing has appeared. Now a new photolithographic process permits photographing of the "Reading Room Catalogue" without further editing but including hand-written additions and corrections. It is hoped that eight volumes can be shipped every two months until the catalogue is completed in 1967. At that time v.1-51 will be redone to conform to the same terminal date of 1955.

The Catalogue will then be a complete record of printed books in the Library of the British Museum, which have appeared from the fifteenth century to the end of 1955 in all languages except the Oriental. The coverage of 20th century works is impressive. Bibliographical information is generally more complete than that in the 19th century catalogue (A32) and for new cataloguing includes publisher, paging and size, which were previously omitted, and as in the 20th century catalogue (A33) I and J, and U and V are filed as separate letters rather than interfiled.

The page is neat and clear in spite of some unevenness of inking and the few manuscript notations do not detract from the general good appearance of the work. The probability of having this extremely important catalogue completed in such a comparatively short time is a prospect welcomed by librarians everywhere.

¹ CRL, January and July issues starting January, 1952.

² Reference: Eleanor Buist, Rita Keckeisen, Elizabeth J. Rumic, Eugene Sheehy, John Neal Waddell.

³ Constance M. Winchell, *Guide to Reference Books* (7th ed.; Chicago: ALA, 1951); *Supplement* (Chicago: ALA, 1954); *Second Supplement* (Chicago: ALA, 1956); *Third Supplement* (Chicago: ALA, 1960).

DIRECTORIES

American Association of Museums. *Museum Directory of the United States and Canada*. Edited by Erwin O. Christensen. First ed. Washington, 1961. 567p. \$7.50.

Some 4500 museums and related institutions are listed in this extensive directory. Included are museums of art, history and science; historic houses and societies; planetariums, zoos and botanical gardens; university and college museums; and libraries with collections other than books. Part I lists institutions by state and city. Entry gives name, date of founding, address, telephone, director, major collections, activities, publications, governing authority, visiting hours, and admission charges. Part II lists museums alphabetically by name; Part III, by executive officer; Part IV, by category. There are also lists of Association members and of museum associations abroad. A subject index adds to the volume's usefulness.—R.K.

Publishers' International Year Book; World Directory of Book Publishers, 1960-61. First ed. London, Alexander P. Wales [c1960] 559p \$12.

This is a world-wide list of book publishers arranged by country and alphabetically by firm name within a country, giving address, telephone and, coded by letter, fields of publication. Also included are a list of publishers' associations and a short selection of international booksellers. Headings and explanation of abbreviations are given in English, French, German, Italian and Spanish. There is no introductory matter. Running heads for countries in the principal list would have facilitated use of this catalog.—R.K.

DISSERTATIONS

Dossick, Jesse John. *Doctoral Research on Russia and the Soviet Union*. [New York] New York University Press, 1960. 248p. \$6.

The task of finding out "what has been done" at the doctoral level in the field of Russian studies has been considerably eased by Professor Dossick of New York University's School of Education with his list of 960 dissertations completed in American, British and Canadian universities. In listing them he has set up twenty-three subject divisions, some of which present the revealing negative evidence of no completed dissertation. Going beyond what one expects from the title and from similar lists, the compiler has added useful introductory comment, many footnotes, and a varied supplementary bibliography for each subject. These additions for out-number the dissertation titles and are made up of a selection of primary and secondary sources brought together under the relatively modest headings: "Aids to Further Research" or "A Few

Standard References." Lacking an index of any kind, the material has to be approached through the Table of Contents at the front.—E.B.

PERIODICALS

Bruhn, Peter. *Gesamtverzeichnis russischer und sowjetischer Periodika und Serienwerke*; hrsg. von Werner Philipp. Wiesbaden, In Kommission bei O. Harrassowitz [1960-]. (Berlin [West Berlin] Freie Universität. Osteuropa Institut. Bibliographische Mitteilungen. 3) Contents: Lieferung 1-2, A-Derev.

Librarians who frequently encounter problems in the verification and location of Russian and Soviet periodicals will welcome this new German union list. Its particular merits are (1) its broad interpretation of the term "periodical" to include newspapers, yearbooks, calendars or almanacs, and numbered series, as well as the regularly appearing journals; (2) its geographical and linguistic scope: all periodicals published within the boundaries of the Russian Empire or of the U.S.S.R. and translations of these abroad, but only Russian language publications of Finland and Poland during the time when they were a part of the Empire; publications by the emigration, and by official and semi-official Russian or Soviet groups; (3) its chronological coverage, from the earliest periodicals through 1956.

It is a disadvantage to American users that all entries appear in a German variant of the transcription from Cyrillic used in most European countries. For example, a *c* is used where the Library of Congress system uses *ts*; *ja* in the place of *ia*, or *ya*. On the other hand, this can be helpful when working from a German reference. Transcription from Bashkir, Kalmuck, Kazakh, Tadzhik, Tartar, Ukrainian, Uzbek, and White Russian is covered by additional Latin letters in the main transliteration table. Another table transcribes Armenian and Georgian characters and a third table Arabic (with Persian and Turkish variants).

As a union list its primary object is location of specific numbers of periodicals in libraries of the Federal German Republic and West Berlin. In this respect it is generally far more precise than the well known American lists where complete holdings are not always specified. Catalogers will recognize that this list, painstaking as it is, cannot be a final standard for many of the complex works included. As to format, it is unfortunate that a work so valuable for its scope should be so hard on the eye. The dates and volume numbers giving bibliographic descriptions are often hard to distinguish from the dates and volume numbers representing library holdings. To further confuse the situation, the numerical symbols representing forty of the larger German libraries are lacking in a simple

mnemonic device such as the Library of Congress uses; this is of course not the fault of the compilers. In spite of these disadvantages the completed work with its many cross references will be a valuable aid in the hands of an experienced user.—E.B.

GOVERNMENT DOCUMENTS

Great Britain, Parliament. House of Commons. Parliamentary Papers. *General Index to the Bills, Reports and Papers Printed by Order of the House of Commons and to the Reports and Papers Presented by Command, 1900 to 1948-49*. London, H.M. Stationery Off., 1960. 893. £15 15s.

This 50-year index covers more than forty thousand papers contained in almost twenty-seven hundred volumes of Parliamentary Papers. It follows the general arrangement of the 1852-1899 volume (i.e., under subject headings the papers are listed by type: Bills; Reports of Committees; Reports of Commissioners; Accounts and Papers), but citations include the session numbers unfortunately omitted from the earlier cumulation. There is no numerical index. Though compiled from the decennial indexes, each paper was examined and the numerical accuracy of its references checked. A new feature is the list of bills by short titles, with direct numerical references. In addition to information on the form, use, and method of compiling the present index, the Introduction provides a kind of brief guide to Parliamentary Papers in general.—E.S.

Schmeckebier, Laurence F. and Eastin, Roy B. *Government Publications and Their Use*. Rev. ed. Washington, The Brookings Institution [1961] 476p. \$6.

The last previous edition of this standard handbook (*Guide F5*) appeared in 1939, so that of late it has been in many respects less useful than Boyd (*Guide F3*), last revised in 1949. (It is now in order to hope for a new edition of the latter, as the two works, although similar in purpose, are quite different in arrangement and have accordingly long been used together by librarians and others concerned with U.S. document materials.) The new Schmeckebier follows the old closely in scope and pattern, with much of the text unchanged. There are two entirely new chapters, one on government periodicals, the other on reproduction of documents in microprint. Particularly useful are the accounts of recent changes in such standard items as the *Document Catalog*, the *Monthly Catalog*, the *Congressional Record* and others, and the listings of new titles and series. Index, format, and typography are good.—J.N.W.

ECONOMICS

American Economic Association. *Index of Economic Journals*. Homewood, Ill., Richard D. Irwin, Inc., 1961. . v.1. . (In progress) \$25 the set.

Contents: v.1, 1886-1924.

First of a five-volume work designed to index the English language materials in some eighty-five "major professional economic journals published during the period 1886-1959." (Introd.) Listings include articles, signed editorials, obituaries containing biographical or bibliographical material, and special subject bibliographies.

Arrangement is in two parts, a classified index and an author index. In the first section, material is arranged in a numerical classification scheme of twenty-three classes and almost seven hundred subclasses developed by a committee of the Association. In the author section, in which only personal authors appear, writings are listed in chronological order under a writer's name. In both parts full bibliographical information is given: abbreviated titles of journal, volume, paging, and date. The index refers to class numbers; the complete classification schedule is given and will appear in each volume. To help the reader locate material on a particular country, a scheme of geographic symbols is used in a class that carries a geographic breakdown. A pleasing two-column page with well defined divisions and running heads is used.—R.K.

SCIENCE AND TECHNOLOGY

U. S. Library of Congress. Science and Technology Division. *A Guide to U. S. Indexing and Abstracting Services in Science and Technology*. Prepared for the National Federation of Science Abstracting and Indexing Services. Washington [1960] 79p. \$2.
Published by the NFSAIS, 301 E. Capitol Street, Washington 3, D.C.

Prepared at the Library of Congress, this bibliography—"a compilation of abstracting, indexing and title-announcement services originating in the U.S. [as of May 1960] covering the fields of science and technology" (Introd.)—manifests the virtues one begins to take for granted in publications from that source: a concise yet thorough introduction setting forth scope, aims, limitations, etc.; completeness of information; cross references and indexes; and clear layout. Included among the 462 titles are 14 for psychology, anthropology, and related studies, and 188 for medicine. Services appearing in magazines are included, as are some non-scientific serials which consistently include significant although small listings of scientific literature (e.g., *Dissertation Abstracts*, *Vertical File Index*, *Population Index*). Titles are arranged

under broad subjects; for each is supplied information about publisher, address, date begun, frequency, number, and kind of entries supplied yearly, price, subjects covered, and L.C. call number (when catalogued by L. C.). There is a title and a subject index. The files on which this useful work is based are being maintained with the hope of keeping it up to date and possibly extending it to cover services originating in all parts of the world.—E.J.R.

THEATER

The London Stage, 1600-1800; a Calendar of Plays, Entertainments & Afterpieces, Together with Casts, Box-receipts and Contemporary Comment. Compiled from the Playbills, Newspapers and Theatrical Diaries of the Period. Carbondale, Southern Illinois University Press, 1960.

Contents: Part II. 1700-1729, ed by E. L. Avery. 2v. \$50.

First of the set to be published, these two volumes constitute Part II of a projected five-part work "designed as a comprehensive reference for all persons interested in London stage history during the Restoration and Eighteenth-Century periods." The extensive introduction includes sections on the varied aspects of theater history in the 1700-29 period; e.g., the playhouses and their management, advertising, costumes and stage devices, repertory, actors, the audience, and contemporary criticism. The calendar itself is arranged by theatrical seasons and provides a day-to-day list of offerings at the various theaters, together with casts when known, and incidental comment (time of performance, receipts, benefits, and similar details). Operas and concerts are included in the calendar for this period, but may be omitted from subsequent volumes. Although continuously paged, these volumes are separately indexed. There are both author and title entries for theater pieces, but no index entries for names of actors and actresses. However, an historical note precedes each season's calendar and includes the known rosters of the individual companies.

A monumental undertaking, the set is scheduled for completion over the next five years. Meanwhile, the available volumes make a usable and valuable addition to the reference collection.—E.S.

LITERATURE

Dictionnaire des personnages littéraires et dramatiques de tous les temps et de tous les pays. Paris, S.E.D.E. [c1960] 668p. il. 135 n.f.

A companion volume to the *Dictionnaire des oeuvres de tous les temps et de tous les pays* (Supplement 3R7), this work identifies and describes, in an alphabetical arrangement, charac-

ters of fiction, poetry, music, and drama. Historical persons are included only if they have become literary subjects. Selection has been limited to the more memorable characters of literature to allow for long treatment in preference to inclusion of more names with mere identifications. Entries range in length from a paragraph to several columns. Cross references are made to works analyzed or cited in the *Dictionnaire des oeuvres*. Articles are signed with initials and contributors are identified in the "Index des collaborateurs." A three-column page is used; type is small but clear. Many illustrations, some in color, add interest.—R.K.

Gerstenberger, Donna Lorine and Hendrick, George. *The American Novel, 1789-1939; a Checklist of Twentieth-Century Criticism.* Denver, A. Swallow [1961] 333 p. \$4.75.

Fourth in the publisher's series of checklists of criticism and explication, this work follows the general pattern of the earlier volumes for poetry, short fiction, and the English novel, but with two significant variations: 1) under individual authors there are sections not only for individual works, but for general critical studies and bibliographies; and 2) there is a special section for criticism of the American novel as a genre. Complete citations for books referred to in the checklist are provided in a bibliography at the end.—E. S.

Kristeller, Paul Oskar. *Catalogus translationum et commentariorum: Medieval and renaissance Latin translations and commentaries. Annotated lists and guides.* Washington, D. C., Catholic Univ. of America Pr., 1960. .v.1. \$7.50.

At head of title: Union académique internationale.

This volume is "the first of a series that will list and describe the Latin translations of ancient Greek authors and the Latin commentaries on ancient Latin (and Greek) authors up to the year 1600 . . . [and] is intended to illustrate the impact which the literary heritage of ancient Greece and Rome had upon the literature, learning and thought of . . . the Middle Ages and the Renaissance." (Pref.)

In this issue, extensive lists of the extant Greek and Latin authors (most of whom the series intends to treat) are followed by a first group of bio-bibliographical sketches on nine specific classical writers. These include annotated records of the treatment, translation, and influence of their work on the writers of the Middle Ages and the Renaissance, with location of manuscript copies, lists of printed editions, relevant scholarly literature, etc.

Such chapters will appear as they are com-

pleted rather than in any alphabetical or chronological sequence and "alphabetical indices of ancient authors will be added when necessary."

Langlois, Pierre and Mareuil, André. *Guide bibliographique des études littéraires*. Édition revue et augmentée d'un appendice. Paris, Librairie Hachette, 1960. 254p. 980 n.fr.

Intended primarily for professors at small French colleges lacking extensive library facilities, this guide should, as the preface suggests, prove helpful to the non-specialist and to students and teachers of French literature at institutions outside France. It provides a basic bibliography for the whole range of French language and literature, listing (with introductory remarks and many annotations) author and subject bibliographies, critical and standard editions of authors' works, anthologies, works of criticism, etc. There is a list of periodicals in the field, a list of publishers, and one of recordings of literary works.

Having only the second edition at hand, it is impossible to judge the extent of the revision; certainly a fair number of 1959 and 1960 publications have been added, and there is a new appendix, "Contribution de la critique étrangère" (pp. I-XXXII).—E.S.

McBurney, William Harlin. *A Check List of English Prose Fiction, 1700-1739*. Cambridge, Mass., Harvard University Press, 1960. 154p. \$3.75.

The immediate prose fiction background out of which the English novel grew is traced in the four hundred titles herein assembled for the specialist. The compiler lists year by year the prose fiction by native authors or translators which was first published in England between 1700 and 1739 (Richardson's *Pamela* appeared in 1740). Information given for each item includes full title and imprint, price (where available), later editions to 1739, and at least one library location if possible, here or abroad. The checklist includes three times as many such titles as does the CBEL.—E.J.R.

Modern Language Association of America. American Literature Group. *American Literary Manuscripts; a Checklist of Holdings in Academic, Historical and Public Libraries in the United States*, compiled and published under the auspices of the American Literature Group, Modern Language Association, by the Committee on Manuscript Holdings: Joseph Jones, Chairman. Austin, University of Texas Press, [1960] 421p. \$5.

"Though the compilers do not claim to have located all the diaries, manuscript originals, letters, and marginalia of all American writers, they are indicating here the scattered where-

abouts and extent of thousands of such manuscripts pertaining to approximately 2,350 American writers." (Introd.)

Writers' names are listed alphabetically, followed by Library of Congress symbols for nearly three hundred participating libraries (including several publishers' collections) holding manuscripts of creative works, journals or diaries, letters to and from the author, special collections relating to the author, etc. Type and extent of each library's holdings are shown by one or more "category-symbols" with, when possible, indication of the number of pieces. No further attempt is made to assess the collection, but despite the brevity of the listings this should prove an invaluable aid to literary scholarship.—E.S.

BIOGRAPHY

Dictionary of Wisconsin Biography. Madison, Wis., The State Historical Society, 1960. 385p. \$11.

An alphabetical directory of about 1500 persons who have made "some significant contribution to the history of Wisconsin" (Introd.), this volume was compiled under a board of editors composed of Wisconsin college and university professors and was sponsored by the State Historical Society of Wisconsin. Coverage is from the earliest years of exploration to the present, but no living persons are included.

Entries are short, averaging 200 to 300 words and carry bibliographies which cite not only published materials but also the WPA manuscripts which served as the nucleus of the compilation. Cross reference is made from names mentioned within entries to their alphabetical listing. Contributors are listed but not otherwise identified; entries are not signed. Material is set in a two-column page of pleasing typeface.—R.K.

Dizionario biografico degli Italiani. Roma, Istituto della Enciclopedia italiana, Fondata da Giovanni Treccani, 1960- . v.1- . L. 14,000. Contents: v.1, Aaron-Albertucci.

Prepared by a group of eminent scholars, it is expected that this new Italian biographical dictionary will include some forty thousand biographies of Italians from the fifth century to the present day, exclusive of living persons. The first volume contains about one thousand sketches, each signed by the writer and each including a bibliography of source materials. The length of the articles ranges from one to several columns and the bibliographies are often quite extensive. The plan is to publish about two volumes a year, so that it may take twenty years to complete, but it is encouraging to see at least the beginning of a much needed "Dictionary of National Biography" for Italy.

Kaplan, Louis. *Bibliography of American Autobiographies*, compiled by Louis Kaplan in association with James Tyler Cook, Clinton E. Colby, Jr. [and] Daniel C. Haskell. Madison, University of Wisconsin Press, 1961. 372p. \$6.

A good complement to Matthews' *American Diaries* (Guide R232), this volume is similar in arrangement to Matthews' *British Autobiographies* (Supplement 2S18) and much more comprehensive than the Lillard *American Life in Autobiography* (Stanford, 1956). The latter, a more personal book, grouped nearly three hundred autobiographies by occupation with descriptive annotation and did not aim for completeness. This new bibliography lists 6,377 autobiographies published before 1945. Certain classes of material were excluded, such as manuscript autobiographies, diaries, autobiographies appearing only in newspapers or periodicals; included are autobiographies of authors born in the United States who lived abroad. Arrangement is alphabetical by author; a subject index offers approaches by occupation, geographical area, or historical period (e.g., athletes, hunters, professors; Armenia, New England States; Civil War, World War I). The brief annotation for each book includes a library location. It should gladden the hearts of students, researchers, and librarians to have this book in which "for the first time American autobiographies have been caught up in a comprehensive net."—E.J.R.

Porträts der UdSSR-Prominenz. München, Institut zur Erforschung der UdSSR, 1960. . No.1- . (In progress) 1961 subscription: DM90.

This is a substantial biographic directory for leading personalities of the Soviet Union, by the organization which produced the *Biographic Directory of the USSR* (Supplement 3S37). The first 24 numbers, or folders of looseleaf pages, provide approximately 500 biographies. The German articles are signed and are longer than the ones which appeared in the English directory, averaging two columns for each biographee. Also, a list of the principal printed sources of information is provided. Each page has the copyright year, and recent pages are dated with the month as well. Supplementary pages are issued in some cases to bring a previously published biography up to date. The defect of the work so far is that the transliteration key printed on the covers is entirely inadequate. This could be remedied by interim indexes. The authors, many of them refugees, are providing a valuable register of biographic information in a Western language, utilizing a variety of Soviet printed sources supplemented by materials in the files of the Institute.—E.B.

Who's Who in Atoms; an International Reference Book. 2nd ed. London, Vallancey Press,

1960. 2v. £10 10s.

"Advisory editor—A. W. Haslett, M.A."

Without doubt an international, up-to-date list of scientists engaged in nuclear energy research is a welcome reference book; this enlarged edition includes 983 pages in two volumes (1st ed., 1959, 684 pages), with ten to fifteen biographies per page. It should be of particular value to U. S. libraries for identifying foreign scientists. Nevertheless the omissions and wide variation in quantity and type of information given are puzzling; surely all cannot be explained away by citing security reasons. For example, Drs. Tsung Dao Lee, Chen Ning Yang, and Polykarp Kusch, all Nobel Prize winners, are still not included. The noted Japanese physicist Hideki Yukawa has been added, but only an address and title are given. The awarding of the Nobel Prize for Physics is often not included in the information given for a scientist. Indeed, quantity ranges from only the affiliation and address to thirty or forty lines which include publications. This unevenness does not negate the work's value, but it raises questions about standards of inclusion and sources of information. At over \$25 for this edition with a third, 1961, edition announced for publication it does seem that revisions could include information available from such standard reference works as the *World Almanac* and *American Men of Science*.—E.J.R.

GENEALOGY

Pine, Leslie Gilbert. *American Origins*. Garden City, N. Y., Doubleday, 1960. 357p. \$7.50.

Written by the editor of *Burke's Peerage* . . . this handbook of European genealogical sources is intended for the American inquirer who has ascertained his first immigrant ancestor and who wishes to trace that ancestor in Europe. A general introductory section is followed by chapters devoted to genealogical research in individual countries, with accounts of the types of records and sources available in each, and often including addresses of archives and conditions under which the inquirer may write for specific information. Apart from its usefulness in genealogy collections, the handbook should prove helpful to scholars searching for family records and biographical data. Though there is a detailed table of contents, no index is provided.—E.S.

ATLASES

U. S. Central Intelligence Agency. *Atlas of Soviet Administrative Maps*. [Washington] 1960. 61 x 78 cm. (Not priced; limited distribution by issuing agency)

A collection of maps produced in the USSR has been photographed in color and bound together to provide for that country an atlas of

maps on a larger scale than is generally available. There are 95 plates covering 86 per cent of the country's territory. The dates on the maps are generally 1956 to 1958. Most are of the territorial-administrative type showing also "railroads, roads and passes, water features, forest vegetation, spot elevation, and coordinates." Scales vary from 1:500,000 to 1:3,100,000. The plates are arranged alphabetically by transliterated title. There is no index other than a general key to the sequence of plates and therefore it is important to know that a seven-volume gazetteer published in 1959 may be used for index purposes, although this is not mentioned in the introduction to the atlas. It is the U. S. Board on Geographic Names' *Gazetteer No. 42, U.S.S.R. and Certain Neighboring Areas*, Office of Geography, Department of the Interior, Washington, D. C., 1959. This is part of a depository series for most large libraries and also may be purchased from the Superintendent of Documents at \$3. per volume. The atlas contains many of the maps referred to in the gazetteer and place names may be located by coordinates, or by territorial division listed in the gazetteer by code number. Because of its size and detail, the atlas will be used primarily for advanced research rather than average reference purposes. —E.B.

U. S. Central Intelligence Agency. *China; Provisional Atlas of Communist Administrative Units*. Washington, U. S. Dept. of Commerce, Office of Technical Services, 1959. 48 x 60 cm. \$5.

The issuing agency describes this as "a specialized atlas designed to aid research workers faced with problems of interpreting current information on Communist China in the light of its complex administrative structure. It will be less useful to people who are interested in an atlas primarily for locational purposes." Other warnings are given in the introduction as to the provisional nature of the information and to the linguistic pitfalls. Considered by the non-specialist for its apparent merits as a reference tool, the atlas appears to fulfill its defined purpose with admirable clarity and the overall impression is that of a well-organized, adequately indexed, and clearly printed volume. The introductory pages provide four tables of administrative units and commentary, a comparative key to the Pinyin system of romanization from Wade-Giles and Yale, and standard abbreviations of Chinese characters. The atlas is arranged in such a way, however, as to be intelligible to people unfamiliar with Chinese characters. Of the twenty-nine plates the first four are maps of the country as a whole, using romanization only; the other twenty-four plates are devoted to provinces and autonomous regions. In these

the basic map has Chinese characters, some of which are coded clearly by arabic numerals keyed to a chart on the same page. There is a master index of administrative names by first and second syllables at the end of the volume. —E.B.

HISTORY

American Historical Association. *Guide to Historical Literature*. George Frederick Howe, Chairman, Board of Editors. N. Y., Macmillan, 1961. 962p. \$16.50.

The long awaited appearance of this successor to the 1931 *Dutcher (Guide V2)* is, of course, of considerable interest to students and to librarians. (Its importance to historians will doubtless receive detailed discussion in due time.) Arrangement of the new work is generally similar to that of the old, with most chapters devoted to geographic or political areas, within a chronological pattern; a few chapters are topical, such as "General Reference Sources," "History of Religions," and "The World Wars." Within each section materials are arranged, as practicable, by form, e.g., bibliographies, general and specialized histories, biographies, government documents, and various others. In coverage the principal innovation is an increase in the proportion of material on areas other than western Europe.

Despite the impressive total of titles included, the list is admittedly and necessarily selective, and although many older titles are included, many others from the earlier edition have been dropped. Accordingly, the librarian interested in identification and verification will need to use both editions. Many of the annotations seem excellent, but among others there are various inconsistencies of length and degree of analysis. Finally, it is a matter of serious regret that much of the copy was prepared so long prior to publication (1957?), that works appearing since that time are excluded from some sections but appear, at least in part, in others. Format is good, and index references to specific item numbers will prove a great boon. —J.N.W.

Bibliotheca Americana Vetustissima. *Ultimas adiciones (en dos volúmenes): Comentario crítico e Índice general cronológico* [by] Carlos Sanz. Madrid, Suarez, 1960. 3v.

Of these volumes the first two offer "final additions" to the *Bibliotheca Americana Vetustissima*, continuing the Harris listing (*Guide A143*) of works relating to America published between 1492 and 1551, and adding a section of "Antecedentes bibliográficos del descubrimiento de America." Works are chronologically presented, with detailed bibliographical information, descriptive notes, and numerous maps and facsimiles; some rare items are reproduced in full. The third volume is a general chronological

index providing, in tabular form, brief bibliographical information and references to the Harriase volumes, to the two volumes of final additions, and to two other works by Sanz (*Henry Harriasee* . . . 1958, and *El gran secreto de la Carta de Colón* . . . 1959) which include additions to the B.A.F.—E.S.

Hamer, Philip M., ed. *A Guide to Archives and Manuscripts in the United States*. Compiled for the National Historical Publications Commission. New Haven, Yale Univ. Press, 1961. 775p. \$12.50.

Designed not as a union catalog of manuscripts but as a guide to direct the searcher to the most useful source for his need, this seems to be a remarkably full and detailed inventory, thoughtfully planned and carefully executed. Papers of thousands of individuals and organizations are located by name, as are collections by subject (e.g., labor, railroads), and by provenance (e.g., Indic, Icelandic, etc. manuscripts). Arrangement is by depository, geographically listed. Actual description of holdings is in textual form, the materials in each depository grouped by category or type, with individual names, when relevant, then being listed alphabetically. Whenever possible, the nature and extent of each collection are indicated. Following the listing for each depository are references to any published guides to the individual collections, including periodical articles as well as separately published works. An extensive index (130 pages) analyzes the collections described. Reference is given only to page, however, so that a good deal of scanning is often necessary to locate an individual item. Otherwise, one can only admire and welcome this excellent tool.—J.N.W.

Mayer, Hans Eberhard. *Bibliographie zur Geschichte der Kreuzzüge*. Hannover, Hahn, 1960. 271p. \$9.90.

The surprising lack of a comprehensive, up-to-date bibliography on the age of the Crusades makes this compilation particularly welcome. Herr Mayer has assembled over 5000 book and periodical references (in Chinese, Hebrew, Arabic, as well as the western languages) which appeared before 1957-58. The classed arrangement includes, besides the main topic of the Crusades to 1453, such useful peripheries as the period's ecclesiastical, legal, economic, social, and intellectual history; numismatics; topography; genealogy; archaeology; histories of knightly orders; etc. Full bibliographic details, marginal headings, and an index of authors, translators, and editors enhance the work's clarity and usability.—E.J.R.

Répertoire des médiévistes européens. Supplément aux Cahiers de civilisation médiévale.

Poitiers, Université de Poitiers, Centre d'études supérieures de civilisation médiévale, 1960. 271p. (Publications du C.E.S.M. 1).

An earlier edition of this work appeared several years ago under the title *Répertoire des médiévistes d'Europe* (Paris, Desclée, 1954[?] 95p.). The present volume is considerably expanded, listing nearly seventeen hundred scholars. Information given consists only of name, present occupation and address, speciality and publications since 1954, including articles as well as books. A list of institutes and centers of medieval study is appended, and there are indexes by city of residence and by subject specialty.—J.N.W.

The Worldmark Encyclopedia of the Nations; a Practical Guide to the Geographic, Historical, Political, Social and Economic Status of All Nations, their International Relationships, and the United Nations System. N. Y., Harper for Worldmark Press, 1960. 1456p. maps. \$30.

A great deal of factual information on 103 countries and the United Nations is to be found in this one volume. Part I is arranged alphabetically by country, with the information for each under fifty arbitrary headings treating those matters mentioned in the sub-title. A bibliography generally substantial and up-to-date, follows each national listing. Part II is a 250-page account of the history, organization and operation of the United Nations and its affiliated agencies. Thirty-two pages of colored Hammond maps of world geographic and political areas complete the volume. Articles are unsigned, although an alphabetical list of contributors, many of them of scholarly repute, indicates much of the authorship, albeit inconveniently.

It is obviously useful to have this amount of current national and political information readily available, and the work seems particularly suitable for purchase by individuals and small libraries not possessing a good collection of recent encyclopedias and general and specialized yearbooks. In those larger libraries where standard reference sources abound, the librarian and the reader will probably continue to prefer them to the Worldmark volume. Too much of the material in the new work seems thin and superficial (and pedestrian in style), doubtless the result of the fragmented arrangement under such a multitude of topics. Discussions of more substance under fewer headings would seem to have been a wiser editorial plan, especially for the smaller countries. There is no mention made of the plans for future editions or revisions, without which the principal virtue of the work—the currency of its information—will in a short time be largely lost.—J.N.W.

News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

THE BANCROFT LIBRARY of the University of California, at Berkeley has been presented with the personal papers of General Henry Morris Naglee (1815-1886). The papers are the gift of his daughter, Mrs. Marie R. Robins. The materials deal particularly with the New York Volunteers, Stevenson's Regiment, one of the military units sent to California and Mexico in 1847, but also include the General's Civil War manuscripts.

CATHOLIC UNIVERSITY OF AMERICA has been presented with 623 microcards of source material on the councils of the Church by Albert James Diaz, executive director of Microcard Editions. Originally published in the eighteenth century under the editorship of Giovanni Domenico Mansi, Archbishop of Lucca, the work, entitled *Sacrorum Conciliorum Nova Et Amplissima Collectio*, comprised 60 large folio volumes. It has long been out of print.

AN UNPUBLISHED CIVIL WAR MANUSCRIPT, furnishing a first-hand account of the much debated Battle of Shiloh, has been acquired by Columbia University. The manuscript, a 35-page letter written in 1865 by Don Carlos Buell, leader of the Union's Army of the Ohio, seeks to discredit an account of the battle written by General William T. Sherman and presents Buell's side of a 99-year controversy. The letter, originally discovered twenty years ago in the possession of a rare-book dealer in Baltimore, was purchased by Allan Nevins, formerly professor of history at Columbia.

THREE NEW COLLECTIONS have been received at the library of Michigan State University. A fine collection of Anthony Trollope has been acquired from Ralph Fordon of Detroit. Most of the 145 volumes are first editions in the original bindings. From Professor Charles P. Wagner of Ann Arbor, the library has acquired 1600 volumes on Spanish literature. These are primarily texts and criticism from the classic age of Spanish literature. From the library of Frederick Vanderbilt Field came a Far Eastern collection of more than 2,000 books, pamphlets, and mimeographed reports.

BOSTON COLLEGE LIBRARY has purchased two private collections of Rumanian historical and literary works, which now place the library in so far as Rumanian holdings are concerned, in the 1000-2500 category. In the volume by Ruggles and Mostecky, *Russian and East European Publications in U. S. Libraries*, Boston College Library had shown up less well than this.

THE MILLS COLLEGE LIBRARY, Oakland, Calif., recently acquired the stock of the Eucalyptus Press, operated for many years on the college campus by Rosalind Keep.

A FAMOUS COLLECTION of old diaries, news clippings, manuscripts, and photographs on Western Americana has been purchased by the University of Nevada for \$55,000. It was assembled by one of the Gold Rush pioneers, Alf Doten, miner, storekeeper, farmer, newspaper reporter and editor who was a close companion of Mark Twain. His day-by-day account of pioneering life in Nevada and California for a period of 54 years, from 1849 to 1903, presents accounts of the Comstock era in historic Virginia City that may require the rewriting of Nevada history. The collection will be housed in the new university library, now nearing completion on the Reno campus.

THE UNIVERSITY OF WASHINGTON LIBRARY has received from Professor Emeritus Allen R. Benham his personal library of twenty thousand volumes. The collection, accumulated over a period of fifty years, is primarily medieval and Renaissance literature, but also includes a well rounded selection of other periods and other humanistic disciplines.

YALE UNIVERSITY LIBRARY is initiating a program for collecting, preserving, studying, and republishing important recorded music and documents. The program has been materially aided by a gift of phonograph records from Mr. and Mrs. Laurence C. Witten, II, of New Haven. The Witten Collection adds approximately 15,000 recordings of great singers from the beginning of commercial sound-recording in the 1890's to the present day. In addition, the library has received a group of valuable privately-made and unpublished recordings of the Theatre Guild.

BUILDINGS

DEDICATION OF THE NEW LIBRARY at Akron University, Akron, Ohio, took place in April. The building, costing \$739,000, has 56,316 square feet of floor space, and will provide storage for 200,000 volumes, and study space for 600 students. As a comparison, the old facility provided storage for 100,000 volumes and space for 350 students. The audio-visual services center and law library are located at the basement level; general reference, periodicals and central services are on the main floor; the humanities, social science, business administration and education collections are on the second floor. Classrooms, offices, studios, faculty study room, and graduate study area occupy the third floor. Furnishings are in keeping with the modern style—the twenty catalog files are of birch; the chairs and tables, of maple. Total cost of equipment was \$118,000.

BEAVER COLLEGE, Jenkintown, Pa., has received a gift of three hundred thousand dollars toward a new library, from Mrs. John C. Atwood, Jr. of Chestnut Hill, vice president of the Beaver College board of trustees.

BRIDGEWATER COLLEGE, Bridgewater, Va., will begin construction late this summer on a library building to accommodate a student body of 800 to 1,000 and provide adequate space for faculty studies and special book collections. A three-story structure is being planned to house 109,000 volumes, seat 269 students, and provide carrels for 46.

A FUND of \$2,500,000 has been made available to the Colorado State University, Fort Collins, by the Colorado State legislature for construction of a new library building.

THE ADDITION to the Weyerhaeuser library at Macalester College, St. Paul, Minn., dedicated in November, will double the size of the library and alleviate the overcrowded conditions that have existed there for the past decade.

TWO LIBRARIES of the University of Minnesota are now located in new quarters. The Architecture Library is on the first floor of the new Architecture Building overlooking the Frederick Mann court. It contains 6500 volumes and can accommodate 55 readers. The 145,000 volume Bio-Medical Library has been moved to new quarters in Diehl Hall.

CONSTRUCTION is underway on the Vander-

bilt University campus on a new building which will house the law division of the Joint University Libraries. To be occupied in September, 1962, the building will provide shelves for 250,000 volumes and seats for 160 readers.

A LIBRARY STOREHOUSE, measuring 80 by 223 feet, will be part of the chemical storehouse addition being constructed at the University of Minnesota. The front of the building will be devoted to a shipping and receiving room, sorting area, office space, and a study room. The stack room will have 15,060 square feet equipped with standard bracket-type shelves ten feet high.

THE NEW SIMMONS LIBRARY of Southwest Mississippi Junior College at Summit was opened early in the year. The one hundred fifteen thousand dollar brick building is completely air conditioned and provides space for nearly twenty thousand volumes. The large main reading room is supplemented by twenty individual study carrels, a music room, workroom, Mississippi room, class rooms, audio facilities, and two offices. New furniture, archways of laminated pine, and wall panels of birch add charm to the interior. The library is named after Robert L. Simmons, one of the college founders and past president of the board.

A GRANT of \$200,000 to aid the University of Rochester Medical Alumni Association's fund drive for expansion of the Edward G. Miner Medical Library has been awarded by the John and Mary R. Markle Foundation. This grant brings the drive to within \$100,000 of its \$500,000 goal. Plans for expanding and remodeling the library include construction of a three-level 40 by 100 foot addition, more than doubling the present library space.

A NEW LIBRARY for undergraduates has top priority in Stanford University's campaign to raise \$100,000,000 by 1964. The building will be of reinforced concrete, with vaulted arcade design and red tile roof. The combined floor space will total more than 100,000 square feet. Ultimately the library will contain a basic collection of 150,000 volumes in open stacks. Seats will be provided for 1500 readers. Outdoor reading pavilions will be located on the grounds and on roof terraces formed by the variation between two and three stories. An estimated cost of \$4,870,000 will cover the building and equipment.

EXPANSION OF THE LIBRARY at University of Washington, Seattle, was begun in June. The new addition will be constructed on the east and north sides of the existing Henry Suzallo Library building. Present stack and rotunda areas will be remodeled to become integral parts of the new structure. Seating facilities for 1200 readers and new shelving for 1,115,000 volumes will be provided as the expansion more than doubles existing floor space.

MISCELLANEOUS

THE LIBRARY OF CONGRESS has received a grant of \$100,000 from the Council on Library Resources, Inc., to survey the possibilities of automating the organization, storage, and retrieval of information in a large research library. A team of leading experts in computer technology, data processing, and systems analysis, will examine the information system of the Library of Congress from the point of view of the functioning of an individual institution, and from that of a research library having activities interrelated with those of other research libraries.

A FULLY AUTOMATIC COPYING MACHINE has recently been introduced simultaneously by three firms. The machine will copy any kind of original up to eleven inches wide to lengths of one hundred fifty feet. It automatically turns itself on when an original is fed into it, makes the exposure, adjusts itself to the rate of four copies a minute, and turns itself off. It makes clear black and white permanent copies of all colors. Further information can be obtained from any of the three firms: Anken Chemical and Film Corporation, Newton, N. J.; General Aniline and Film Corporation, Johnson City, N. Y.; and Photek, Inc., Providence, R. I.

INDIANA UNIVERSITY has appointed John W. Matheson and Kenneth M. Nesheim as the Lilly Fellows for 1961-62. These fellowships were established with the aid of a grant from Lilly Endowment, Inc., to train two prospective rare book librarians each year for three years. The fellows will follow a study program in the Lilly Library that is designed to familiarize them with bibliographical methods, the antiquarian book trade, and the organization and management of rare book departments.

Mr. Matheson is a graduate of the Uni-

versity of Washington Library School and is presently employed as an exchange specialist in the Library of Congress. Mr. Nesheim will be graduated from the library school of the University of California, Los Angeles, in June. As a student he has been employed in the Clark Library for a number of years.

AS PART OF A NEW WORLD-STUDY PROGRAM, each of Pennsylvania's fourteen State colleges has been designated a "foreign cultural center." The colleges have been asked to develop special depositories of information and materials about particular cultural areas, selected on the basis of existing facilities at the colleges. The object of the program is to make available to all Pennsylvania students sources of knowledge about foreign cultures not generally found in other institutions of the State. Development of these centers will require the colleges to expand their libraries to include collections of art, literature, and news media of the various countries. Specialists will be added to the faculties to develop courses of study for students.

A NEW POLICY FOR MEMBERSHIP has been established by the Midwest Inter-Library Center, Chicago, Ill. Under the new plan, membership is limited to research libraries, but geographic location is not restricted. Experience has shown that distance from the center is not a significant factor in the availability or use of its materials, and there is a growing recognition that most of its programs are national in scope and interest. In addition, associate membership is now available to research libraries outside the midwest region. Associate members will pay only half the fee required of full members, but will not have representation on the board.

THREE nationally-known library consultants have been engaged jointly by the Marshall Space Flight Center and the Army Ordnance Missile Command to assess the library needs of the Redstone Arsenal complex. Included in the study will be the library requirements of the Marshall-AOMC graduate study program carried out through the Huntsville Center of the University of Alabama. The consultants are: Robert Vosper, librarian of the University of California, Los Angeles; Joseph Shipman, director of the Linda Hall Library in Kansas City, Mo.; and Dr. Jerrold Orne, director of the University of North Carolina Library at Chapel Hill.

A College President and the Standards

(Continued from page 270)

not look toward the banker—not for philanthropy as he has in the past, but for ideas and suggestions with respect to the classification, indexing, storage and quick random access to information. Today's banker handles very little money. One bank president with whom I discussed this told me that while his bank has assets approaching one hundred million dollars, they scarcely ever have more than \$200,000 or \$300,000 on hand in cash. What the banker does do, however, is to handle information of all types, information with respect to depositors' or borrowers' names, accounts, type of accounts, additions or subtractions from those accounts, interest credits to or charges against those accounts, credit risks, reliability of securities, etc. As this information is received by the bank, it must be classified according to type of service, indexed, stored, and then upon a moment's notice, the banker must be able to go to any particular bit of information and know that he has it completely and accurately.

The modern banker is now turning to computing machines with magnetic memory systems to fulfill this particular function. Perhaps the librarian of the future, in fulfilling his function as the custodian of information, will also do it in gigantic machines with magnetic memories.

Old-school librarians frequently were attracted to their careers because of their love of books. In the functional sense, however, the new librarian must choose

his career on other grounds. Some of you revolt at this, and as a bibliophile, I cannot say that I blame you. However, as those of you who are familiar with the chemical literature know, even in a single field which has been as well organized as it can be, old methods have already shown themselves to be unable to cope with the tremendous growth of knowledge and information.

Not only in the sciences, but even in the humanities, there is already activity of this sort. One need only cite the "holy alliance" of IBM and the Vatican in preparing the concordance for the Dead Sea Scrolls by means of the IBM 604-B computer in but a minute fraction of the decades which would have been required for scholars working with pencil, paper, and index cards.

Librarians have experimented, and will continue to do so. The browsing rooms introduced during the last generation represent an attempt to bring students into close contact with books, and the new library design of commingled reader space and stack space is a further attempt to meet this same problem, as part of the imagination which must be used in order that the second function may be properly fulfilled.

In reassessing the implementation of the *ALA Standards for College Libraries*, I would only emphasize once again that these are standards for the present rather than standards for the future. They are representative of the average rather than the progressive.

Medal Awarded Metcalf

At the fiftieth anniversary convocation of the dedication of the central building of the New York Public Library a medal of honor for an outstanding research librarian was presented to Keyes D. Metcalf, librarian emeritus, Harvard College Library. Representative presentations were also made to the Library of Congress, the British Museum, and the Bibliotheque National.

Personnel

EVERETT T. MOORE became assistant librarian at the University of California, Los Angeles, on July 1, 1961, the first appointment announced by



Everett T. Moore

librarian, Robert Vosper. He has been head of the reference department at UCLA since 1946 and one of the library's most dependable and unexpedient staff members during a decade and a half of rapid expansion.

As a reference librarian, author and editor, teacher, administrator, and professional colleague, Everett Moore is a man of critical taste, near-subliminal humor, and clear perception, without pretense, urbane, unawed, and of unshrinkable integrity. For many librarians, his name stands for freedom in thinking and expression, style and readability in writing, and accountability in action. His new recognition is well earned, overdue, and warmly applauded.—*Neal Harlow*.

MARK M. GORMLEY will become executive secretary of ACRL September 1. Mr. Gormley is now assistant director of libraries and



Mark M. Gormley

associate professor of library science at Colorado State University, Fort Collins. He will continue his duties there through the summer quarter but he will attend the ALA Conference in Cleveland as a member of the ALA Headquarters staff and ACRL members who do not already know him will have

an opportunity to meet him there.

It is a long way from Milltown in Wisconsin to the Milltown of organizational

work, but this is the full circle that Mr. Gormley now makes in coming to ACRL. His first professional job was as teacher-librarian in the high school of Milltown, Wisc., 1951-53.

Mr. Gormley was born in Superior, Wisc., and received his elementary education there. During World War II he served with the U. S. Maritime Service 1942-43 and in the U. S. Navy 1943-46. After the war he returned to Superior and was graduated from Wisconsin State College with a bachelor of science degree in 1951. He later did his graduate work in librarianship at the library school of the University of Denver, receiving his degree in August 1954. From September 1953 to June 1956 he was librarian of the senior high school in Janesville, Wisc.

Mr. Gormley's college and university library experience has been in a variety of jobs at Colorado State University. He began his work there in 1956 as a special assistant librarian teaching upper-division and graduate courses in library science and serving as administrative assistant to the director of libraries, then James G. Hodgson. He became assistant to the director of libraries in 1957 and served as acting director of libraries in the late spring of that year. Since the appointment of LeMoyné Anderson as director of libraries at Colorado State University, he has worked closely with Mr. Anderson in nearly every area of the work of a rapidly expanding state university library, and the merit of his work has been recognized in a steady series of promotions. He was named to his present position in the Colorado State University Library July 1, 1960.

Mr. Gormley brings to the ACRL office and ALA Headquarters a new and different set of abilities that will supplement and complement the work done for our organization by its three previous full-time executive secretaries. He has already been widely active in associational work, not only for ALA but also for his state and regional associations. He has been a member of the executive board of the Colorado Library Association since 1958, was president of CLA 1959-60, and co-chairman of the pro-

gram committee for the meeting of the Mountain Plains Library Association in 1959. In 1957-58 he was vice president of the Denver University School of Librarianship Alumni Association. In other ways too he has furthered the goals of college and university librarianship, particularly in various radio and television programs promoting National Library Week. He is currently chairman of LAD's Recruiting Committee for Colorado.

Mr. Gormley is married and the father of two children, a daughter of six and a son of two. His interests are not limited to librarianship but include history (even to an active interest in antique automobiles), gardening, fishing, golf, and ice skating.

Mark Gormley will do a good job for ACRL and for ALA. It is a pleasure to be the spokesman for both of our organizations in welcoming him to this new stage of his library career.—Richard Harwell.

SCOTT ADAMS has recently joined the staff of the National Library of Medicine in Washington, as deputy director.



Scott Adams

Adams served as chief of the acquisitions division of the old Army Medical Library in 1945-46, and from 1946 to 1950 he was its acting librarian. In 1950 he became librarian of the National Institutes of Health in Bethesda, Maryland, and in 1956-58 was in charge of the NIH Russian Scientific

Translation Program. During 1959-60 he served as Head of the Foreign Science Information Service of the National Science Foundation, and was instrumental in initiating the PL 480 program of translations.

Adams participated in the Library of Congress Mission to Germany in 1946. He was president of the District of Columbia Library Association, 1948-49; a member of the board of directors of the Medical Library Association, 1952-53; secretary of the United States Book Exchange in 1953-54, and president of the American Documentation Institute in

1953-54. He served as co-editor of the issue of *Library Trends* which dealt with government libraries; he was co-editor of the *Guide to Russian Medical Literature* (1958), and has contributed notable articles to the library literature.

Adams is a desultory collector of miscellanea, a hi-fi buff, and a neighborhood political activist in a campaign to forestall further zoning law changes. He is the proud father of a daughter now in her sophomore year at Smith College.—Frank B. Rogers

KARLIS L. OZOLINS has been appointed head librarian of Augsburg College and Theological Seminary, Minneapolis, Minnesota. He assumed these duties in September 1961.



Karlís L. Ozolins

Mr. Ozolins was born in Riga, Latvia where he received his basic education. Before coming to America, he studied theology at the University of Marburg, Germany from 1946-49. In America, he received his B. A. at Augsburg College in 1951, B.Th. from the Augsburg Theological Seminary in 1952 and M. A. in Library Science from the University of Minnesota in 1961. At present he is completing his M. A. in Education at the University of Minnesota.

Ozolins held a pastorate in Barronette, Wisconsin 1951-1955. He also taught religion and classical languages at Augsburg College from 1955 to 1959 and was appointed Associate Librarian in 1959.

Ozolins is a member of the A.L.A., M.L.A. and is at present chairman of the Reference Section of the M.L.A.

C. DONALD COOK has been appointed coordinator of cataloging, Columbia University Libraries, succeeding Altha E. Terry who will retire June 30, 1961. From 1952 to 1957 he held posts of increasing responsibility at Columbia, and since 1957 he has been assistant to the director of libraries. He served also as documents librarian at the United Nations in Geneva from 1947 to 1952, and as a

staff member of the Columbia School of Library Service from 1953 to 1957. The appointment of Mr. Cook to the position of coordinator of cataloging, new to Columbia, is a culmination of a five-year search for a

person to maintain the high standards of cataloging developed by Harriet Prescott and Isadore G. Mudge, and carried on by Miss Terry with the encouragement and support of Constance M. Winchell.

Appointments

JULIUS W. ALLEN, formerly assistant chief of the economics division in the legislative reference service, Library of Congress, is now chief of the economics division.

ELMER L. ANDERSEN, who served recently as president of the Friends of the University Libraries at Minnesota, was elected Governor of the State of Minnesota in November. Governor Andersen, a long time book collector and friend of the university, has given assurance of his continued deep interest in the library.

SOLOMON BEHAR, formerly a staff member of the San Francisco Public Library, is now working in the gifts division of the acquisitions department, General Library, University of California, Berkeley.

MRS. GRACE J. BERMINGHAM, formerly assistant librarian, New York School of Social Work, Columbia University, is now librarian.

GEORGE S. BOBINSKI is college librarian, State University of New York College of Education, Cortland.

ESTELLE BRODMAN, formerly assistant librarian for reference services, National Library of Medicine, is now librarian and associate professor of medical history, Washington University Medical School, St. Louis, Mo.

REV. FRANCIS K. CANFIELD, librarian at Sacred Heart Seminary, Detroit, Mich., was installed as president of the Catholic Library Association at its 1961 Conference in St. Louis, April 4-7. His term of office will run 1961-1963.

MARY C. CARGILL is serials catalog librarian, Emory University, Atlanta.

KENNETH C. CRAMER, formerly assistant reference librarian in the Dartmouth College Library, Hanover, N. H., is now in charge of the special collection at the United States Military Academy Library, West Point, N. Y.

HENRY J. DUBESTER, chief of the general reference and bibliography division, Library of Congress, has been temporarily assigned to the office of the librarian to work on studies of information retrieval.

MARINELLE HARRIS, formerly a staff member of the University of Oklahoma Library, is now reference librarian, University of Iowa, Iowa City.

EARLEEN HOLLEMAN, formerly assistant to the archivist, University of Texas, is now reference librarian, Emory University, Atlanta.

ROBERT R. HOLMES, formerly head of the east European accessions index project, Library of Congress, is now assistant chief for operations in the subject cataloging division.

MARJORIE R. HYSLOP, formerly managing editor of *Metal Progress*, is now manager of documentation service, American Society for Metals, Metals Park, Ohio.

ROBERT L. KEEL, formerly librarian of the Huntsville Center, University of Alabama, is now circulation librarian in the Peabody College division, Joint University Libraries, Nashville, Tenn.

WILLIAM G. KERR, formerly director of four libraries in Morocco, North Africa, for the United States Air Force, Europe, is now in the readers advisory service at the United States Military Academy Library, West Point, N. Y.

ANNE KINCAID is assistant head, Morrison Library, University of California, Berkeley.

ROBERT H. LAND is acting chief of the general reference and bibliography division, Library of Congress.

ARDIS LODGE, formerly assistant head of the reference department, University of California Library, Los Angeles, is now head of that department.

ROBERT METZDORF, formerly associated

with the Yale University Library, is now assistant vice president of Parke-Bernet Galleries in charge of its book department. Mr. Metzdorf will assume his new duties on July 15, 1961.

PHILLIP MONYPENNY, professor of political science, University of Illinois, has been appointed director of the Survey and Standards for State Library Agencies.

EVERETT H. NORTHROP (Lieutenant Commander, USMS), formerly acting librarian, United States Merchant Marine Academy, Kings Point, N. Y., is now librarian.

JOHN A. PARKER, formerly librarian, Catonsville Community College and Catonsville Senior High School, Catonsville, Md., is now the audio-visual librarian at the United States Military Academy Library, West Point, N. Y.

JACK POOLER, formerly engineering librarian, Stanford University, is now chief librarian of the science division and director of the technical information service.

MRS. ALICE WRIGHT PORTER is reference librarian in the physical sciences reading room of the Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg.

MARTHA F. SCHMITT is reference librarian, University of Oregon, Eugene.

WINIFRED SEWELL, formerly librarian of the Squibb Institute for Medical Research, is now subject heading specialist in the index division, National Library of Medicine.

IRWIN F. SIMPKINS, formerly acting head of the business and industry department, Flint Public Library, is now science librarian, Emory University, Atlanta.

NORMAN D. STEVENS will serve as acting director, Howard University, Washington,

D. C., during the temporary absence of Joseph H. Reason.

JOHN M. STRECKER, formerly order and assistant reference librarian, De Pauw University, is now assistant chief of acquisitions, Washington University Libraries, St. Louis.

THOMAS E. SULLIVAN, formerly chief of the catalog department, John Crerar Library, is now administrative assistant for indexing services with the H. W. Wilson Company.

SHERRY TERZIAN, formerly librarian, Prudential Insurance Company, is now librarian, Neuropsychiatric Institute of California, University of California Medical Center, Los Angeles.

MRS. RACHEL THAYER, a staff member of the Lewis and Clark College Library, Portland, Oregon, since 1946, is now assistant librarian.

JOHN B. TUCKER, formerly librarian of the public library in Oxford, Mass., is now in charge of interlibrary loans at the United States Military Academy Library, West Point, N. Y.

GEORGE VDOVIN, formerly head of the science division and director of the technical information service, Stanford University, is now head of Public services, University of California Library, San Diego, La Jolla.

DAVID C. WEBER, formerly assistant director of the Harvard University Library and assistant librarian of Harvard College, is now assistant director of libraries, Stanford University.

HUBERT H. WHITLOW, JR., formerly social sciences librarian, University of Georgia, is now reserve librarian, Emory University, Atlanta.

Retirements

MRS. GRACE H. FULLER, head of the bibliography and reference correspondence section of the general reference and bibliography division, Library of Congress, retired March 3.

MRS. CATHERINE G. GREGG, Cyrillic bibliographic project, Library of Congress, retired March 17.

ETHEL M. KIMBALL, staff member in the descriptive cataloging division, Library of Congress, has retired after thirty-one years of service.

PHOEBE LUMAREE, associate librarian, Western Michigan University, Kalamazoo, retired in June.

HOWARD MCGAW has resigned from the

directorship of the University of Houston Library.

THEODORE A. MUELLER retired March 31 after more than thirty-one years of service as a cataloger in the fields of philosophy and religion in the Library of Congress.

GENEVIEVE F. RYAN retired March 31 after fifty years of service in the catalog department of the Library of Congress.

MRS. MARIE SAMANISKY, senior librarian in the catalog department, University of Minnesota, resigned January 10 after nearly twenty-three years on the library staff.

MRS. HELEN GEORGE SENOUR, head of the acquisitions and binding department of the Oberlin (Ohio) College Library, will retire August 31 after nearly thirty-two years of distinguished service in this position.

Necrology

ELIZABETH FOXCROFT CARR, librarian of the medical school, Northwestern University, Evanston, Ill., died February 19.

WINNIFRED A. CHAPMAN, a staff member of the Library of Congress from 1939 to 1954, died on March 13 at the age of seventy-three.

ALICE JOHNSON, reference librarian and assistant professor of library science emerita, University of Illinois, Urbana, died March 4 after a brief illness.

SIDNEY KRAMER, internationally known and respected librarian and bookman, died April 25 at the age of forty-nine. Before the establishment of his Washington bookstore

in 1946, Mr. Kramer held various positions with Columbia University Library, Library of Congress, and Arizona State College Library.

ANGUS SNEAD MACDONALD, international authority on library architecture, died February 22 at the age of seventy-seven.

JOHN EARL MORRIS, senior reference librarian, University of Oregon, Eugene, died March 28.

MRS. L. QUINCY MUMFORD, wife of the Librarian of Congress and children's librarian at the New York Public Library until 1932, died April 25.

Foreign Libraries

ERWIN ACKERKNECHT, director of the Schiller-National-Museum, Marbach, died August 24, 1960.

GEORGE COLLON, librarian of the Bibliothèque de Tours, died in 1960.

REV. ALBAN DOLD, director of the Palimpsest Institut, Beuron, died last September at the age of seventy-eight.

WERNER DUX, formerly of the Deutsche Bücherei, Leipzig, is now director of the library of the Technische Hochschule, Dresden.

CURT FLEISCHACK, director of the Deutsche Bücherei, Leipzig, retired January 31.

RAQUEL FLORES is reference librarian, Institute of Nutrition for Central America and Panama, Guatemala City.

MAX FRANK, formerly director of the Zentralbibliothek im Haus der Ministerien, Berlin, is director of the Landesbibliothek, Gotha.

H. A. HÖWELER retired from the librarianship of the Free University of Amsterdam on November 1, 1960.

GERHARD PACHNICKE is director of the Universitätsbibliothek, Jena.

MARY MAUD SMELSER, who was associated with the library staff of the University of Kansas for fifty consecutive years, died October 26, 1960.

TAKAO SUZUKI, formerly secretary-general of the House of Representatives of the Japanese Diet, is now chief librarian of the National Diet Library, Tokyo.

A Wary Eye to the Future: A Message from ACRL's President

Like the proverbial iceberg, ACRL is mostly below the surface. It is more than its officers, its office at ALA Headquarters, its miniature budget, or its Executive Secretary. It consists, first, of all of thousands of librarians hard at work on the job, each doing the work of two, each keeping a cautious and wary eye on the future; it consists of its publications—*College and Research Libraries*, the monographs, the books and journal articles its members write; it consists of its standing and *ad hoc* committees laboring on special problems; it consists of the dollars, from grants, being used to enrich the book collections of private colleges and universities; and it consists of a point of view and of many unsolved problems.



Ralph E. Ellsworth

The uneasy equilibrium within the ALA family, created by the reorganization, worries many of us and worries me particularly. At home we do not glorify our operations as ends in themselves but only as a means to the kind of library service our kinds of libraries expect. This relationship should reflect itself in our national organization—ALA. But Gresham's law may operate here; the function may weaken the form and thus become an end in itself. Administration, technical processes, the building, the reference services are our servants, not our masters. They have no meaning in themselves. But when they are blended in the right proportions to serve the purposes of a specific library they make sense. Freed of this central guidance, their practioners may lose their sense of proportion and the pursuit of only a part of the whole can become a kind of professional madness. This is no less true of a national organization than of a specific library.

Many of us feel that the dignity of our profession is being offended by the Madison Avenue tone of too many of ALA's central activities. We are not merchants, and we have nothing to sell. We belong to the Academic Community. Learning and scholarship are our being.

Let us think about these problems clearly and carefully, without, at the same time, allowing ourselves to become embroiled again in organizational disputes. All of us are tired of that. We are college and university librarians because we want to be college and university librarians. Let us work to make ALA an organization that we are proud to have represent us and which we are proud to represent.

Richard Harwell has done his turn of duty for us, and we are grateful to him. It is good that he can again become a librarian. Mark Gormley will also be an excellent executive secretary. Be patient while he learns the intricacies of the office.

Ed Low has agreed to carry on the program for Federal help to college and university libraries that he started last year. This itself is a test of the efficiency of ALA in representing our interests as academic librarians, for within ALA's structure furtherance of this program must be channeled, not through ACRL, but through the Federal Relations Committee of the Section on Governmental Relations of the Library Administration Division. We are counting on him to perform miracles!—*Ralph E. Ellsworth, ACRL President.*

ACRL Elections and Appointments

KATHARINE M. STOKES, librarian of Western Michigan University, Kalamazoo, becomes vice-president and president



Katharine M. Stokes

elect of ACRL at the close of ALA's Cleveland Conference. She will be the first person to serve as president of two of the major divisions of ALA since its reorganization. She was president of the Library Administration Division 1958-59.

Miss Stokes was nominated by ACRL's Nominating Committee to run against Howard McGaw of Houston, Tex. Mr. McGaw withdrew his nomination in April (too late for the nomination of another candidate) because of his resignation as director of libraries at the University of Houston.

The new ACRL vice-president has been librarian at Western Michigan since 1948. She received her college degree from Simmons College in 1928 and her degrees in librarianship (both the M.A. and the Ph.D.) from the University of Michigan in 1945 and 1949. She has been active in the work of ALA, ACRL, and LAD and in that of the library association in each of the states where she has lived. She has been an officer of the Pennsylvania Library Association, editor of the Illinois Library Association's *ILA Record*, and editor of the *Michigan Librarian*.

DIRECTOR

Jack E. Brown, chief librarian of the Library of the National Research Council, Ottawa, Ont., won over Felix E. Hirsch, librarian of Trenton State College, Trenton, N. J., in the single contest for a post as director-at-large (1961-65) on the division's board of directors. Mr. Brown is well known to Canadian librarians because of his extensive work in the last few years in developing Canadian library service.

SECTION OFFICERS

The new vice-chairmen and chairmen elect of ACRL's six sections will be Charles M. Adams, librarian of the Woman's College, University of North Carolina, Greensboro, for the College Libraries Section; Virginia Clark, reference librarian of Wright Junior College, Chicago, Ill., for the Junior College Libraries Section; Richard H. Archer, librarian of the Chapin Library of Williams College, Williamstown, Mass., for the Rare Books Section; Jay K. Lucker, chief of the Department of Science and Technology of the Princeton University Library, Princeton, N. J., for the Subject Specialists Section; Ervin Eatenson, librarian of the science-technology libraries of San Jose State College, San Jose, Calif., for the Teacher Education Libraries Section; and David Kaser, director of the Joint University Libraries, Nashville, Tenn., for the University Libraries Section.

Secretaries were elected this year in only four of six sections. They are Esther Greene, librarian of Barnard College, New York, N. Y., for the College Libraries Section; Mrs. Avis R. Stoppie, librarian of Santa Rosa Junior College, Santa Rosa, Calif., for the Junior College Libraries Section; Hannah D. French, research librarian at Wellesley College, Wellesley, Mass., for the Rare Books Section; and Louise J. Markel, library supervisor at the Oak Ridge Institute of Nuclear Studies, Oak Ridge, Tenn., for the Subject Specialists Section.

COMMITTEE APPOINTMENTS

New committee appointments by incoming president Ralph Ellsworth include:

Leslie W. Dunlap and John P. McDonald to the Advisory Committee on Cooperation with Other Educational and Professional Organizations. Lorena Garloch has accepted reappointment as chairman of this committee.

Richard Harwell and Mr. Kaser to the Committee on Grants. Richard Morin is the new chairman of this committee, and Humphrey G. Bousfield will continue to serve as consultant for it.

LeMoyné Anderson, Elliott Hardaway, Gustave A. Harrer, Joe H. Howard, Roy L. Kidman, William R. Pullen, and Katherine Walker to the Committee on National Library Week. Mr. Harrer will serve as chairman of this committee.

Frances Kennedy and G. Flint Purdy to the Committee on Organization. Mr. Purdy is the new chairman of this committee.

Dale Barker and Paul Freisner to the Committee on Standards. Mr. Hirsch has accepted reappointment as the chairman of this committee.

Henry C. Koch and Carl Sachtlaen to the Publications Committee. Will Ready has agreed to continue as chairman of this committee.

Mrs. Margaret K. Toth has been reappointed editor of the ACRL Microcard Series. The terms of Maurice F. Tauber as editor of *CRL* and William V. Jackson as editor of the ACRL Monographs do not expire this year. Mr. Jackson has appointed the following to the editorial board for the Monographs: Donald Coney, Mr. Dunlap, Eileen Thornton, and Stanley West. The composition of the editorial boards for the other ACRL publications is unchanged.

As a special committee, the Advisory Com-

mittee To Administer the Burmese projects remains as before: Robert B. Downs, chairman; Paul H. Bixler, William S. Dix, and L. Quincy Mumford.

President Low recently announced the appointment of a special Advisory Committee to the President on Federal Legislation. Mr. Low will serve as chairman of this committee during Mr. Ellsworth's administration. Other members of the committee are Lewis C. Branscomb, Mr. Downs, Frederick G. Kilgour, Richard H. Logsdon, and Stephen A. McCarthy.

The current Committee on Appointments and Nominations will complete its work at the Cleveland Conference. The new vice-president and president elect will make his appointments to this committee later in the year.

ACRL's Budget Committee is wholly ex-officio, consisting of the division's three principal officers and its executive secretary. Mr. Low will be chairman for 1961-62, and Mark Gormley will replace Mr. Harwell.

Any additional divisional committee appointments will be announced after the Cleveland Conference. Appointments to sectional committees will be made by the new chairmen of the sections later in the year.

O'Shaughnessy Library

(Continued from page 266)

its book collections. There are also located in the stacks a book lift, an elevator, and a depressible receiving book truck for the outside book depository.

There are some special artistic features of O'Shaughnessy Library which should be pointed out. On the outside of the building are to be found carvings of the coats-of-arms of the archbishop and bishops of the diocese. These were prepared by Brioschi Studios of St. Paul. Over the campus entrance is a statue of St. Jerome, patron saint of librarians, sculptured by Joseph Kiselewski of New York. An interesting feature of the building is a series of stained-glass medallions made by Pichel Studios of Waukesha, Wis. Throughout the building these medal-

lions, inserted in casement windows, depict various authors, literary figures, the saints of the church, explorers, founders of religious orders, areas of the curriculum, and coats-of-arms.

O'Shaughnessy Library has been in use now for over a year and we have discovered no serious flaw in the over-all plan and operation of our new building. We have found it remarkably adaptable to our changing needs. There have been many willing hands and minds available in the planning of this new library building and St. Thomas is grateful to all of them, but especially the college is profoundly grateful to Mr. O'Shaughnessy who brought to reality this dream of former librarians and presidents.

Price Tag on a College Library

By ANDRE NITECKI

THE ARTICLE "Price Tag on a University Library" by Robert B. Downs and Robert F. Delzell¹ prompted me to evaluate the cost of developing a college library. It seems to me very useful to have a financial appraisal of a new and small library, especially of a library that does not hold rare material or special collections. It appears correct to presume that there are hundreds of college libraries that fall into this category and hundreds more that will come into existence in the near future. Therefore, it is obvious that such an estimate can be helpful to a college administration planning a budget for its new library, to a college trying to increase its library collection, or as a guide in insuring a library.

For this study the library holdings and expenditures of two small colleges, Flint College of the University of Michigan and the Flint Junior College, were examined.

Both Flint Junior College and Flint College are relatively young institutions. The Junior College was established in 1923, Flint College of the University of Michigan in 1956. Their campuses are contiguous and though the library of each has built its own collection, they have been both under the directorship of James W. Pirie since 1957. In 1960 the two libraries were merged into one with a combined collection of 55,328 volumes.

During its four years as the library of a single institution, the library of Flint College built a collection of 25,871 volumes.

The estimated cost of preparing the collection for use was \$190,360.00:

¹ CRL, XXI (1960), 359-361.

Mr. Nitecki is Director of Technical Processes at the Flint College Library, Flint, Mich.

Expenditure for books (25,781 volumes)	\$ 79,577.00
Estimated value of gifts received 1956/60 ²	36,466.00
Total salaries for the technical processes department	74,317.00
TOTAL	\$190,360.00

At the end of 1959/60 fiscal year the total holdings of Flint Junior College's library were 29,547 volumes. The estimated cost of preparing the collection for use was \$271,267.28:

Expenditure for books (29,547 volumes)	\$133,964.28
Estimated value of gifts received 1942/60 ³	37,739.00
Total salaries for the technical processes department	99,564.00
TOTAL	\$271,267.28

The merger of the two libraries created a single collection of 55,328 volumes and an estimated value of \$461,627.28:

	Holdings in volumes	Estimated value
Flint College of the University of Michigan Library	25,781	\$190,360.00
Flint Community Junior College Library	29,547	271,627.28
TOTAL	55,328	\$461,627.28

The estimated value, was derived by addition of actual expenditures involved

² \$6.24 per volume was used as an evaluation in estimating the gifts received.

³ *Ibid.*

in acquisition and processing with an estimated worth of gifts received. Since those figures represent the prices and salaries during the years, it is advisable to estimate also the budget required to build a comparable collection in 1960. To do this it is necessary to arrive at the cost of ordering, receiving, and cataloging as well as the average price of books acquired during 1959/60 fiscal year. The cost of adding a volume to the existing collection is estimated as \$9.63:

Average price (after discounts)	\$6.24 per volume
Cost of ordering and receiving	1.31 per volume
Cost of cataloging (and end-processing)	1.99 per volume
Cost of material (cards, glue, etc.)	.09 per volume
TOTAL	\$9.63 per volume

The above figures were the same for both libraries.

Using these figures it is calculated that

in order to replace the collection of 55,328 volumes in 1960 it would have been necessary to spend \$532,808.64:

Estimated cost of books (55,328 volumes @ \$6.24)	\$345,246.72
Estimated salaries ⁴ and materials @ \$3.39 a volume	187,561.92
TOTAL	\$532,808.64

The amount of \$532,808.64 needed to build a collection in one year is \$71,181.36 more than was actually spent to acquire the collection during the last eighteen years (actually spent by both libraries: \$461,627.28.)

Neither of the estimates takes into account the value of a physical plant or the cost of setting up an efficient operation. It is virtually impossible to estimate how much it would cost to train the staff nor how long it would take to accomplish the training.

⁴ The staff includes two professional librarians, four clerical personnel and 20 hours of student assistants a week.

A Staff Librarian Views the Problem

(Continued from page 281)

judge the library in terms of its staff. . . . If the professional library personnel are in some nondescript category, without clearly defined status, with no institutional understanding of the contributions which they can make to the educational program, and placed outside, or made ineligible for, the usual academic perquisites and prerogatives, we can be . . . certain that the library is inferior, falling far below its potentialities. . . . The institution can pay its money and take its choice."¹³

It does not seem feasible to advocate a blanket acceptance of college librarians as academic faculty members at this time.

The identity which most staff librarians would presently aim for is rather "any satisfactory status." That is, a status recognizing the close link between librarians and teaching faculty, a niche symbolizing honestly the education and achievements of the librarian as an intellectual person contributing substantially toward the total college program. It is a transitional stage looking forward to the day when the college librarian will in all cases, beyond a doubt, be as thoroughly qualified and esteemed as his colleague in the teaching ranks. It is a status which expresses a positive idea, fruitful for the entire college world, saying "We, the academic community, base our evaluation of you, the librarian, on what you *are*, rather than on what you are not."

¹³ Robert B. Downs, "Are College and University Librarians Academic?" *CRL*, XV (1954), 10.

Review Articles

Graduate Education

Graduate Education in the United States.
By Bernard Berelson. New York: McGraw-Hill Book Company, Inc., 1960. 346p.
\$6.95.

"As I began this study, I sought advice from experienced graduate deans as to the kind of study and report that would be most helpful to the field at this time. One dean advised me to 'write a short, concise report with clear recommendations'. Another advised me to 'go out on a limb' in saying what ought to be done. The third advised me to 'stick to the facts'. I have tried to follow the advice of all three." These are the concluding sentences in the author's introduction to this book, and in the opinion of this reviewer Berelson has succeeded admirably in following the advice he received.

Nine books in the Carnegie Series in American Education have resulted from studies supported by grants from the Carnegie Corporation of New York, and this latest one has the potential for the most significant effects of any in this series which includes Conant's much-discussed *The American High School Today*.

The book consists of three parts. The first is a review in thirty-seven pages of the history of graduate education in this country over the past century or so and establishes that the issues in this area have had an impressive historical vitality.

The second part, in 173 pages, is an analysis of the details of the important topics now in active controversy, a setting out of the problems and values involved, and a marshalling of the arguments and the facts. Major headings are: (1) the purposes, (2) the institutions, (3) the students, and (4) the programs.

Conclusions, commentary, and recommendations constitute the forty-six pages of the third part, and the final eighty-three pages consist of appendices.

Berelson does not hesitate "to go out on a limb" in expressing trenchantly the opinions he holds concerning the problems and values he has considered. In regard to the numbers

of doctorates which will be needed to staff higher education he concludes that "the overall situation seems to be not a capital-C Crisis, but rather a small-p problems," and that "the sense of Crisis that makes discussion of graduate education sound shrill these days is unwarranted and misleading," (p. 79). He points out that "A substantial proportion of teachers will be needed in fields that are not typically considered to require the doctorate, at least in the same amounts, e. g., music, industrial and vocational arts, physical and health education, and perhaps home economics, library science, the health sciences, and speech and drama," (p. 77).

An interesting analysis of the problem of professionalization leads to his statement that "the 'ivory tower' is hard to find in a large university these days—and so are some professors," (p. 84). The concluding sentence in the section on the purposes of graduate training is: "The debate is a mixture of dedicated conviction, alleged facts, clichés and prejudices, differences by field and type of institution, solid arguments, low motives and high ideals," (p. 92).

One of the interesting facts brought out in his section on the students is that "Over a quarter of today's doctoral students in the arts and sciences have a total income of over \$5,400 for the academic year, and a similar proportion have from \$3,600 to \$5,400. As the crowning irony to an earlier generation, two-thirds own cars," (p. 150).

The section devoted to conclusions consists of forty-six "major facts that must be taken into account in current appraisals or proposed reforms, together with a running commentary on their meaning and significance," (p. 216). Berelson finds that "By and large, the graduate school is doing a reasonably good job or better, as judged by both the students and the employers. As for the trainers themselves, even they think that things are better today than they were in 'the good old days' when they were being trained," (p. 232).

Berelson's recommendations consist of nineteen proposals, submitted with his opinion that "If they were put into effect, I be-

lieve they would make a genuine improvement in the state of graduate education. In that sense, I shall claim that they are bold; naturally, I think they are sound," (p. 234).

This reviewer concurs with Berelson's opinion of his recommendations. However, another study supported by the Carnegie Corporation and published in the last days of 1959 should be kept in mind as one considers Berelson's recommendations. Earl J. McGrath, author of *The Graduate School and the Decline of Liberal Education*, a sixty-five page publication of the Institute of Higher Education, concludes that the locus of power in the academic enterprise "resides in the graduate faculties of the universities and in their offspring in the independent colleges. No amount of reason—and it has been sincere, vigorous, cogent, and prolonged—has yet been able to unhorse this directive academic class.

"Many proposals made by scholars of wisdom and integrity for the correction of the present crying shortcomings of graduate education have been almost totally disregarded by the group which controls its policies and shapes its character, and this fact foreshadows the extreme difficulty of accomplishing even the most obviously needed reforms. Until different influences are brought to bear on the policies which prevent colleges from fully discharging their proper functions, new attempts at persuasion by fact or logic are unlikely to fare any better than their predecessors," (p. 50).

There is not a dull page in Berelson's book. It will unquestionably provoke wide discussion and debate which should be participated in by academic librarians. It will be interesting to see what changes, if any, will be made in graduate education as a result of this study.—Eugene H. Wilson, *University of Colorado*.

Inside Bentley

A Victorian Publisher; A Study of the Bentley Papers. By Royal A. Gettmann. New York: Cambridge University Press, 1960. 272p. \$7.50.

In general, the literature of publishing consists of a long series of house histories

usually written with eulogistic overtones. Such books contain a useable quantity of information about significant events in the chronology of each firm, but they commonly lack the facts most valuable to the student of literary and cultural history. That is, they omit data about manufacturing costs, author-publisher relationships, publicity methods, and even sales figures. No one is more aware of this than Professor Gettmann who, in this handsome volume, devotes only one chapter to the history of the Bentley firm, and then proceeds to study "the problems of nineteenth-century publishing as they are embedded in the records of Richard Bentley and Son."

Fortunately, Professor Gettmann has had a vast archive to exploit: the correspondence files of the firm at the University of Illinois, the letter-books and ledgers at the British Museum, plus other collections at the Bodleian and the New York Public Library. Because the Bentleys occupied a major place in British publishing from the 1830's to the 1890's, this study contributes much to our knowledge of publishing during this period. It also illustrates the advantages and value of a specific approach to the history of publishing.

In an unusually skillful manner, the author synthesizes his material so that, for the first time, one can easily learn, among other essential things, about the variety of author-publisher contracts of the period, the sums earned by major and minor writers, the ways publishers secured favorable reviews as well as book notices, and the influence of the editor on the text. Moreover, since this was the age of the three-decker, he has recorded its growth and decline. In these chapters, one vignette follows another: the sums George Gissing earned, a publisher's reader's opinion of *The Cloister and the Hearth*, the shrewd contracts drawn by the author of *East Lynne*. This insight into the Victorian publisher at work will be required reading in many a literature and bibliography course.

Now that this survey of the Bentley papers is finished, much more detailed investigation remains to be done. Some aspects of publishing, such as details on the cost of illustrations, are merely suggested, others not mentioned. It would be rewarding, for example, to compare the costs in the Bentley papers with those in *The Cost Books of Ticknor and*

Fields, or to make a thorough examination of the Anglo-American correspondence.

Professor Gettmann's transcriptions, while not impeccable, are more accurate than usual. It is to be regretted, however, that the publisher did not provide a more adequate index to the myriad of facts in the text.—*Rollo G. Silver, School of Library Science, Simmons College.*

Library Administration

Studies in Library Administrative Problems; Eight Reports from a Seminar in Library Administration Directed by Keyes D. Metcalf. [Edited by Keyes D. Metcalf.] New Brunswick, N. J.: Graduate School of Library Service, Rutgers, The State University, 1960. 210p. \$5.00.

This collection of case studies is more valuable for its introductory report on experiments in the methods of training junior library administrators than it is for its administrative content. The eight studies, interesting and quite well done for the most part, deal with such subjects as organizational problems of a decentralized state university's library (Rutgers), space planning for Columbia, library cooperation in New York City, cataloging-in-source at Princeton, selective acquisitions at Yale, resources relocation at Harvard, and centralization of science libraries at Johns Hopkins. The cases are taken entirely from large and complex libraries, and therefore have some value to the profession as detailed records of some of the problems currently faced by large libraries. However, each is an administrative rather than a research study, using conventional methods and establishing nothing new in administration. The more important parts are the introduction and the running commentaries by the editor. The primary interest centers about the various methods of teaching that were used.

Five different methods of teaching administration were tried. All the experiments were conducted under favorable conditions, by an accomplished administrator, Keyes D. Metcalf, librarian emeritus of Harvard College, and under the sponsorship of one of the library schools receptive to experiments, the Graduate School of Library Service of Rutgers University. The methods ranged from

regular teaching in the school, to short courses, seminars, and intensive case-study workshops. Enrollments in the later experiments were limited and the participants chosen carefully, usually at the associate or assistant director level. They averaged forty to forty-five years of age and already were capable administrators. The fifth method of teaching, of which this book is a by-product, included reading in advance, case studies of specific problems in major libraries in the East, visits by individuals and then by the entire group to each of the libraries, plus talks by chief librarians and by visiting authorities. This ultimate method is too expensive for regular use in library schools because of the extensive travelling. Financial help was provided by the Carnegie Corporation.

While the intensive on-the-spot case study method was the most satisfying to Metcalf, it may be questioned whether or not the excessive costs of this procedure are justifiable for the profession. Business has embarked during the last ten years on extensive programs of training for its middle management personnel. This training usually is given in intensive short courses at major universities, and the case-study method is used heavily. However, the cases are drawn from the literature or drafted by the teachers, and no visits to industries are involved. Since business foots the bill and is usually hard-nosed about value received, it may be that the library profession should once again profit from the successful experience of business management.

Actually the more leisurely study of administration in regular courses at the graduate level may prove to be more productive. Such courses allow a more scholarly approach to administrative theory and may permit the student to perform some basic research, or draw upon basic research, for the solution of administrative problems. Intensive courses such as the later experiments by Metcalf do have practical values for the training of middle management (and future chief administrators) in the techniques of administration, of course. The experiments also are important to library education for the emphasis they place upon the value of the case-study method. This technique probably should be used more freely in library schools.

The profession owes a debt of gratitude to Mr. Metcalf, and to the library school of Rutgers University, for making this series of experiments. They have shed more light on a major problem of the library profession. And it will be interesting to see what happens with the group of participants in this intensive program.

One curious aspect of the preparation of library administrators ought to be investigated by someone. Several universities, or university librarians, have been unusually productive as training grounds or teachers for future university librarians. Some of these universities are not large ones. Why do these men or these situations produce an unusually large percentage of university library administrators, and how? This subject should be explored in historical perspective.

Incidentally, the book is undistinguished typographically. The press could benefit from the services of a competent designer and typographer. *Arthur M. McNally, University of Oklahoma Library.*

Paper Durability

The Manufacture and Testing of Durable Book Papers. Based on the Investigations of W. J. Barrow; edited by Randolph W. Church. Richmond: Virginia State Library, 1960. 63p. *Permanent/Durable Book Paper.* Summary of a Conference held in Washington, D. C., September 16, 1960. (Virginia State Library Publications, Nos. 13, 16). Richmond: Virginia State Library, 1960. 53p.

The book trade has been, in effect, victimized by its own success in spreading the desire for learning. For four hundred years after the first printers learned how to multiply the supply of books the demand for paper remained in uneasy equilibrium with the supply. Difficulties were never completely surmounted, and there are constant reports of paper shortages produced by economic warfare, priatical cutting of trade routes, governmentally sponsored attempts to seduce the paper-makers from traditional loyalties, or officially approved armed intervention. Linen rags were in such short supply that sumptuary laws forbade the use of linen burial clothes, and even the linen wrappings

of Egyptian mummies were requisitioned by certain ingenious paper-makers. Major works of scholarship were delayed or abandoned for lack of paper, or published only after governmental privilege permitted duty-free paper. But however scarce or expensive the paper was, its permanence was not in question: quality varied widely, and yet not only the best but essentially all good paper, made from linen and gelatine-sized, seems likely to be able to outlast our civilization.

One hundred years ago the revolution came with unexpected speed. The power press and the public's rapidly increasing literacy combined to make ever-larger editions both feasible and necessary, and linen rags could never have supplied the paper now demanded by daily newspapers, comic books, paper backs, and popular magazines. Had technological change come in a different sequence, the principal raw material might have become cotton; but the development of the sulphite process and rosin-alum sizing turned the field over to wood-pulp, leaving to rags only the non-expanding field of expensive hand-made paper.

When book papers are made by the acid sulphite process, preservation becomes impossible. The book trade was driven by the inexorable pressures of demand and costs to turn almost entirely to wood-pulp papers, and it ought in fairness to be reiterated that the publishers were not the initiators but the victims of these pressures. Librarians have been forced to stand idly by as their collections ceased to be printed on ageless linen paper and even books planned for permanent record were almost universally printed on the only available paper, made of alum-sized chemical wood-pulp. (Only one incidental reference is made in these two reports to the added hazard of library climates in American cities.)

Because of the enthusiasm of Mr. Barrow, the support of Mr. Church, and the vision of the Ford Foundation through its Council on Library Resources, the Virginia State Library has spent three years in a systematic attempt to learn what can be done within the limits prescribed by technology and economics. The first step, to certify that books printed on wood-pulp paper deteriorate, was perhaps necessary to convince doubting industrialists and perhaps artistically attractive to establish the validity of carefully controlled experi-

mentation; but to the historical eye no proof was needed of this fact. Hence the most important part of the first report was the evidence that soaking in a bicarbonate solution may retard deterioration by increasing the alkalinity, if such an over-simplified phrase can be employed for describing the specialized chemical formulations. (See the review of the first report by H. H. Fussler in CRL, XXI (1960), 417-19 p.)

The hope of most librarians, however, is that books should hereafter be printed on a non-deteriorating paper, since we now know the problem. To this hope Mr. Barrow and his staff have addressed themselves for two years. Unless a completely new substance like soybeans or a petroleum-based plastic should become technologically feasible as the raw material for paper, the work must be based on wood-pulp. The result must be suitably opaque, adaptable to different thicknesses and finishes, able to take printer's ink (unless new developments make letter-press printing itself obsolete), and commercially competitive with the many existing grades of acid sulphite paper; the wood-pulp itself and the sizing must blend to produce the desired result. Many if not all research-minded paper-makers have been concerned with the problem. With the co-operation of the manufacturers, Mr. Barrow has been able to specify commercially feasible alkaline-sized papers, using blends of wood-pulp prepared by the sulphite, sulphate, and soda processes, papers that can be priced competitively, hard-finished papers that ink adequately (or better than adequately) in letter-press and offset printing. The reports are printed on three of these papers, similar but not identical in specifications; to one of them the manufacturer has assigned the trade-name "Permalife." Save for a slightly mottled effect, not a serious blemish and probably susceptible to improvement, these papers are qualitatively equal to, or better than, most good papers now in use, in addition to their strength and resistance to deterioration.

The problem is not yet entirely mastered. Continued efforts by librarians and others will be needed to encourage manufacturers to continue experimenting, to produce permanent and attractive papers within several price ranges suitable for various uses. Mr. Barrow's studies have pointed to one but not the only such product; the book trade and

paper-technologists can work consistently towards the development of such papers. ALA was instructed by the conference last September to take the lead in guiding public opinion to encourage continued effort.—*A. T. Hazen, School of Library Service, Columbia University.*

A Second Edition

Library Administration. By S. R. Ranganathan. (Ranganathan Series in Library Science, 3). New York: Asia Publishing House [1960, c. 1959]. 674p.

This volume traces its origin to the London School of Librarianship and to the lectures on "Library Routine" given there in 1924 by C. R. Sanderson. Mr. Ranganathan's experience was followed by observation of daily operations in more than a hundred libraries in the United Kingdom, by years of responsibility in the administration of the Madras University Library, and by thirty years of teaching library science. The first edition appeared in 1935 and "each chapter was tested by actual application in the day-to-day work."

"The book contained a forest of details . . . enjoyed an unusually good reception" and went out-of-print in two years. Its republication has been deferred from time to time to permit the appearance of several volumes on the classification of books, a field in which the author has made a distinct contribution. However, substantial library subsidies from the government in India have recently emphasized the man-power shortage in librarianship and have lent urgency to the rewriting and republication of this book on library administration as a daily desk guide to management.

Chief among the changes incorporated in this second edition are (1) the staff formula to determine the strength of staff; (2) the prescription of routine on book orders; (3) simplification of the three-card system in the administration of periodicals; (4) changing the book card to a pocketed form and the reader's ticket into a non-pocketed plain card; and (5) the introduction of the conscience box.

As the author says "this is not a book to be read through . . . It is, on the contrary, a

most prosaic manual full of details . . . [for] the work table of one who has to carry on the administration of a library from day to day . . ." This is not a book on theory. It "does not attempt either to discuss or even to state what the outlook of libraries should be." Despite this declaration by the author, Part I is called *Theory of Administration* and is divided into chapters dealing with planning, job analysis, routine, elimination of waste, correlation, time scheme, forms and registers, correspondence, files, and records; Part II, *Distinctive Library Functions*, deals with book selection, book orders, periodicals, concessions, circulation, reference, and maintenance; and Part III with *General Office Functions*. The latter heading includes committees, staff, and council, publicity, finance, accounts, and records, binding, building and equipment, printing, stores, and statistics, the librarian and the library profession.

This is a massive volume of 675 pages. The paragraphs throughout are short. Paragraph headings are set in a variety of type-faces as clear evidence of the outline and to each is prefixed a mnemonic faceted notation from the author's colon classification. The language is English, but much of the context will be foreign to American readers. Consider, for example, the Conscience Box:

Near the entrance wicket-gate, there should be a Conscience Box—a locked box with a small slit in its lid as the one in a temple, to collect offerings. Into this box the members delaying the return of books beyond the due date may drop their overdue charges. It should have glass sides. After practising the Victoria method of formally collecting the overdue charges with formal notice, issue of formal receipt, and maintenance of separate accounts, libraries have learnt that:

1. the game is not worth the candle, and
2. a splendid opportunity for the development of civic conscience is thereby being lost.

The Conscience Box Method is now adopted even for the collection of bus-

fares in America. Our libraries should straightaway begin with trust in this manner. Trust will beget trust.—p. 275.

By its very nature as a collection of procedures and processes this book was compiled by many different hands, but all in all it is pure Ranganathan. There is, for example, a brief bibliography consisting of fifty-seven items, forty-three of which are citations to Ranganathan's own writings. The other works cited typically include Karston's *Charts and Graphs* (1925); McColvin's *Library Extension Work* (1927); McCord's *Textbook of Filing*; Cannon's *Publicity for Small Libraries*; Cockerell's *Some Notes on Book-Buying* (all three 1929); Wyer's *Reference Work* (1930); and Headicar's *Manual of Library Organization* (1935).

The bibliography appears not to have been revised, nor indeed any other writings on this subject looked at since the publication of the first edition. Nowhere is there any mention of the basic contributions to library administration made by L. R. Wilson, E. W. McDiarmid, M. F. Tauber, or Guy Lyle, nor is there any mention of the wealth of supplementary material to be found in the many library periodicals published in English and in the languages of western Europe, such as *Libri*, *The Library Quarterly*, *CRL*, *Library Resources & Technical Services*, *Library Journal*, *The ALA Bulletin*, the *Library Association Record*, and so on. One more conspicuous omission must be mentioned here. In the author's words "neither the size of libraries, nor the magnitude of their daily turnover, nor the cost of manpower in India, would justify or demand the introduction of photography and other mechanical and electronic aids in library routine."

This reviewer has long wondered how this one man could, as the book's jacket says, be the author of fifty books on library science, even during a thirty-year teaching career. Apparently the author lives and writes in a closely self-contained world of library practice.

This book will be of interest to research libraries and to library schools as a somewhat unique contribution to comparative librarianship. Beyond this its usefulness will have to be judged by the reader himself.—*Frank A. Lundy, University of Nebraska.*

Charging Systems

Charging Systems. By Leila H. Kirkwood. (The State of the Library Art, Volume II, Part 3) New Brunswick, N. J.: Graduate School of Library Service, Rutgers, The State University, 1961. 395p. \$8.00.

This book on charging systems, which follows the pattern of previous volumes in the series, "The State of the Library Art", is a "survey of the published and unpublished literature" of the subject. It contains a wealth of material, describing by means of quotations from the literature, procedures to be followed in the charging, discharging, renewing, sending of overdues, etc., as well as the advantages and disadvantages of each of the systems included.

However, this book is not a practical guide for the librarian seeking help for installing a certain system in his library, although this information is there if one can find it. The arrangement of the material—quotations from the literature interwoven by connecting and explanatory sentences—has brought about a certain amount of confusion which makes it impossible to obtain a clear picture of each system described. This, plus a lack of careful proofreading, no sub-headings within the chapters, the absence of a descriptive running title for each chapter ("circulation systems" is used throughout as the running title), and an inadequate index quickly leads one to frustration when using the book.

Speaking of the index, it is fantastic! It does not include entries which one would normally expect to find and which one needs for the proper use of the book. Instead, the index covers much irrelevant material contained not only in the body of the book but in the preface as well. The preface, inci-

dentally, is reprinted without change in each volume of the series. Entries for specific subjects, such as costs, periodicals, pamphlets, renewals, overdues, bookmobiles, and the like would have been more helpful, as would the inclusive paging of the various systems described.

The author, in surveying the literature on charging systems, has covered all types of systems, from the earliest times down to and including the present, for public, college, university, and special libraries both in this country and in England. She has included in her bibliography 414 references taken from 698 citations, covering the years 1876 through 1958, a span of over eighty years. These should prove useful to anyone wishing to make a thorough study of the subject.

The chapter on the "Evaluation of Evidence for Statements Made in the Literature" is particularly good, because it includes a few cost and time studies for some of the systems described. This information is hard to find so that it is helpful to have it in one place. In the last chapter of the book, which is on the token system as used in Great Britain, the author concludes with material indicating possible future developments in the field. No mention is made of the ALA Library Technology Project, but presumably the material for the volume was gathered before 1959 when the project was started.

To sum up, this book gives an excellent coverage of the literature on charging systems, as used in all types of libraries in this country and in Great Britain as well. It should prove helpful to the student and the librarian searching for information on the subject. However, an adequate index as well as better arrangement of the material would have made it more usable.—*Helen T. Geer, H. W. Wilson Co.*

In books I find the dead as if they were alive; in books I forsee things to come; in books warlike affairs are set forth; from books come forth the laws of peace. All things are corrupted and decay in time; Saturn ceases not to devour the children that he generates; all the glory of the world would be buried in oblivion, unless God had provided mortals with the remedy of books.—Richard of Bury's *Philobiblon* (quoted in *Philobiblon or The Love of Books, Being a Publication of the Friends of the Colgate University Library*. (Hamilton, N. Y.; 1960). [p. 1])

ACRL Microcard Series— Abstracts of Titles

THE ACRL MICROCARD SERIES is published for ACRL by the University of Rochester Press under the editorship of Mrs. Margaret K. Toth. Titles are available directly from the Press. Recently published numbers include:

- HUGHES, JUNE PHILLIPS. *The Brazilian Institute of Bibliography and Documentation (Instituto Brasileiro de Bibliografia e Documentação)—Its History, Organization and Functions.* (Thesis: M.S. in L.S., Western Reserve University, 1959.) 1960, v, 50 l. \$1.00.

The Brazilian Institute of Bibliography and Documentation was created in 1954, with assistance from UNESCO, to meet the increasing need of close bibliographic cooperation among the country's universities, industries, and scientific centers, especially in the science-technology fields. Included are discussions of the Institute's information service, bibliographic service, union catalog, library, publishing section, cooperative cataloging service, and the special university courses offered by it. A selected list of publications of the Institute, with some annotations, is added.

- BROMILEY, FRANCES. *The History and Organization of the Franklin D. Roosevelt Library, Hyde Park, New York.* (Thesis: M.S. in L.S., Western Reserve University, 1959.) 1960, 2, 108 l. \$1.50.

The Roosevelt Library is discussed as a government controlled research library, and this thesis emphasizes its primary function as a research library. There is considerable discussion of the influence of this library's function also as a museum. It is concluded that the presence of many aspects of a museum does not seriously interfere with the scholarly atmosphere of the institution and, in fact, contributes to its success.

- FOREMAN, CAROLYN. *An Analysis of Publications Issued by the American Library Association, 1907-57.* (Thesis: M.L.S., University of Texas, 1959.) 1960, vii, 199 l. \$2.25.

This study analyzes the ALA's publications by

format and form, deals with types of authors and sponsors of the Association's publications and their relationship to publishing procedures, discusses intended use, and shows summaries of findings through a series of figures.

- WING, MARY JANE. *A History of the School of Library Science of the University of North Carolina; the First Twenty-Five Years.* (Thesis: M.S. in L.S., University of North Carolina, 1958.) 1960, vii, 1950 l. \$1.50.

The University of North Carolina was the first institution of higher learning in the South to include in its curriculum courses in library science. This history reviews some of the achievements of its school of library science and identifies some of its most urgent needs.

- FARROW, MILDRED HAYWARD. *The History of Guilford College Library, 1837-1955.* (Thesis: M.S. in L.S., University of North Carolina, 1959.) 1960, x, 173 l. \$2.25.

The Guilford College Library in 118 years grew from a small collection of Quaker writings to over forty thousand volumes selected to support a four-year liberal arts program. Influences that have affected the character of the library include the emphases of the curriculum, the conditions imposed by foundations furnishing grants, and the standards of accrediting agencies.

- SMITH, BRITTA HELEN. *University Library Collections As Inducements for Recruitment of Faculty Personnel.* (Thesis: M.A., Emory University, 1959.) 1960, v, 67 l. \$1.75.

To assess the inducement that library facilities have for a prospective faculty member in accepting a teaching position at a university a questionnaire was sent to 718 full-time teaching faculty throughout the United States. Less than half the respondents indicated that university libraries were an inducement in their recruitment. The humanities yielded more affirmative returns than the physical or social sciences, and the higher academic ranks gave more affirmative returns than the lower ranks. Money allocated to departments for library purchases ranked first in

importance of six library features that may be inducements.

FARDIG, ELSIE B. *The Music Collection of the University Library; a Study of Its Organization.* (Thesis: M.S., Florida State University, 1958.) 1960. vi, 82 l. \$1.50.

This study was undertaken to determine which methods of organization of music books and music materials and which administrative philosophies are in use by American university libraries serving accredited music departments with graduate programs. Investigation revealed that the library collection of a school of music has functions different from those of other music libraries, that its organization in the university presents certain unusual problems, and that the controversy over centralization versus decentralization has particular application in the field of music.

HALL, DAVID. *The Incidence and Use of Phonograph Records in a Selected Group of College Libraries.* (Thesis: M.S. in L.S., University of North Carolina, 1958.) 1960. v, 71 l. \$1.00.

Current practices of thirty outstanding women's, men's, and coeducational college libraries in collecting and using phonograph records are analyzed and described. Through a questionnaire, information was obtained on such matters as content, use, and promotion of collections; and administrative responsibility for acquisition. Findings show most of these libraries have modest beginnings in record collections and exhibit wide variation in their content and use. The study does not attempt to set standards but suggests that the increased importance of recordings should lead college libraries to give them more attention in the future.

THACKSTON, FRANCES VENABLE. *The Development of Cataloging in the Libraries of Duke University and the University of North Carolina from Their Establishment to 1953.* (Thesis: M.S. in L.S., University of North Carolina, 1959.) 1960. v, 107 l. \$1.50.

In considering an empirical development that extends from the book catalog of the nineteenth century to the card catalog of 1953, this paper seeks to illustrate that like patterns of institutional and library growth have produced a similar history of cataloging in two universities. It emphasizes that institutional stability has been essential to progress in cataloging at each library; and, in its evaluation of successive trends in local cataloging, the study concludes that the libraries

of Duke University and the University of North Carolina have made substantial progress toward the goal of bibliographic control.

ORR, ADRIANA PANNEVIS. *A History and Analysis of the Freshman Library Instruction Program Presented at the University of North Carolina.* (Thesis: M.S. in L.S., University of North Carolina, 1958.) 1960. 5 94 l. \$1.50.

The history of the present compulsory program of instruction in the use of the library for all beginning freshmen at the University of North Carolina is traced, showing its evolution from lectures in freshmen classes to the library-centered program which now exists. Methods, materials, and procedures of the present program are fully discussed. The author's analyzes the values of this course on the basis of an examination of the types of reference questions recorded over a seven year period and of a survey of freshmen students' opinion revealed by means of a questionnaire concerning the course of instruction and the student use of the University of North Carolina Library.

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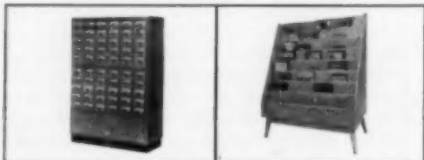
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